Proudly celebrating over 100 years of history.
This sketch of the Indiana University Department of History is intended for the department’s faculty, students, and friends. It is more a family memoir than a full history and is much influenced by my personal sense of the department and its traditions as formed by several decades of experience. Certainly this sketch is not a balanced and scholarly analysis, nor is it based on a full and thoughtful exploration and study of the primary sources. Such a history should be written, for even this brief sketch will show some of the challenges and accomplishments of the department and some of the ways in which this one department connected to the university and beyond the campus.

This publication is intended to help mark the centennial of the department in 1995-1996. Admittedly, no single date can really be established for the department’s founding, because like many institutions the department had a long gestation. Evidence suggests, however, that 1895 is as good a date as several other possibilities.

Many have contributed to preparing this sketch. Foremost is Megan Cawley. In her junior year as a history major, Megan became my research assistant, supported by a grant from the University Honors Division and alumni contributions to the department. Megan spent the academic year 1994-1995 in the University Archives, working through reports to President Bryan, faculty files, and catalogues. She also prepared the list of faculty at the back of this publication. Without her meticulous research, this sketch would be far more sketchy. Megan and I were assisted greatly by the University Archives professionals, particularly Phil Bantin and Faye Mark. The University Archives and IU Photographic Services provided illustrations. I am indebted also to the Indiana University Oral History Research Center, directed by Professor John Bodnar, for undertaking interviews of many emeritus faculty in 1994. Beth Glenn, a history graduate student, conducted these interviews. Transcripts of the recorded interviews constituted a fundamental base for understanding the last half century of the department’s history. I wish also to thank Maurice Baxter, Bill Cohen, and Jeanne Peterson, who kindly read early drafts and saved me from errors. Those that remain are mine. Finally, a word of warm thanks to the alumni and friends whose financial contributions paid the printer’s bills for this publication.

This brief account of the Indiana University Department of History is now updated through the first decade of the twenty-first century. The original version of 1995 is unchanged except for a few small corrections. The update begins on page 16 and is titled “To the Twenty-First Century.”

I’m grateful to John Bodnar and Claude Clegg for assistance in drafting the update and to Jo Ellen Fitzgerald for supervising the publication. JHM, January 2010

Cover photo: Ballantine Hall, home of the department, 1959
If history has always been about both change and continuity, the story of the Indiana University Department of History in its first one hundred years clearly follows an age-old pattern. Change was the hallmark of the department, necessary for its survival and essential for its high standing. But no department chair or generation of students and professors built without precedent. Continuity wove its threads through the decades. The long reach of earlier generations means that knowing the Department of History today is possible only by knowing its past.

Indiana University professors taught history of sorts from almost the beginning in the 1820s, usually in courses on political economy and the United States Constitution. Not until the 1850s did the university catalog list specific history courses, however. And not until the late nineteenth century did a history curriculum appear.

The presidency of David Starr Jordan (1884-1891) pushed history into its modern form, as it did so much else at IU. As part of his general broadening of the university curriculum and move away from the classical forms of instruction, Jordan encouraged development of a more formal and sophisticated history curriculum. To this end Jordan attempted to recruit Woodrow Wilson, who accepted instead a position at Princeton. Wilson did, however, recommend his fellow Virginian, Richard Heath Dabney. Dabney accepted and arrived in Bloomington in 1886, with a fresh PhD in history from Heidelberg University, to a campus that consisted only of Wylie and Owen halls, sitting east of the small town. A Virginia gentleman, Dabney soon fell out with President Jordan, but the young professor brought to the raw campus the outlines of modern historical scholarship direct from its hearth in the German seminar. Each semester he began his courses with a lecture on “History as a Science” in which he extolled “the German scientific spirit for rigid accuracy.” Dabney created the university’s first history curriculum, centered on a range of courses in European history. He began with a European Civilization Survey and included more special offerings, among them his special interest, the French Revolution. Although he eagerly accepted an appointment at the University of Virginia in 1889, Dabney left behind the foundation for other history professors.

The master builder of history and the history department was James A. Woodburn, a man whose affection for the university and the state was fervent and enduring. A native of Bloomington and alumnus of IU, class of 1876, Woodburn earned a PhD in history at Johns Hopkins University in 1890. At Hopkins he had studied in Herbert Baxter Adams’s seminar, then the nation’s leading history training program. Woodburn became one of the most effective and beloved professors of his day. He was the kind of professor a later history department chair would call a “triple threat”—excellent in classroom teaching, in research and publication, and in service to the university, the history profession, and the world beyond academia. One of the highlights of Woodburn’s career was his election to the presi-
dency of the Mississippi Valley Historical Association, predecessor to today’s Organization of American Historians.

Woodburn presided over the department from its reorganization as the Department of History and Political Science in 1895 until 1924. He recruited new faculty and built on the limited curriculum Dabney had started. By the beginning of the twentieth century Woodburn had in place a broader, structured curriculum for history majors. In their first year majors took courses in ancient history and modern Europe. As upperclassmen they could specialize in European or American history. Seniors took a course in historical methods and two semesters of a research seminar, in which they chose English history, Modern Europe, or American political and constitutional history as their focus. “The aims of the Department,” stated in 1904, “are not merely to teach the facts of history and government, but to inculcate the spirit of criticism and habits of independent thought and work; and in no way, it is believed, can this be done so well as by early introducing the student to research work among the sources, under the guidance of trained instructors.”

There was extensive interest in history among students. Of the total 8,077 A.B. degrees awarded at IU in the years prior to 1930, 1,156 were to history majors, ranking the department second only to English. In these same years the history department also awarded 189 master’s degrees, second on the campus only to Education, and 11 PhDs, ranking history eleventh on the campus.

Under Woodburn’s leadership, in the early twentieth century the department made its strongest progress in the field of United States history generally and state and regional history particularly. These specializations, as compared to European or other areas, made a certain political and pedagogical sense at Indiana University at the time, as they did at many other state universities. This was particularly the case in the Midwest, where Progressive reformers were eager to develop connections between the campus and the state capital. Woodburn himself had interest in state public policy and regional and local history, but he also appointed others to develop new courses and do research in Indiana and Midwestern history.

One of the most important faculty appointments Woodburn made as department chair (and it appears that he alone was responsible for appointments, salary recommendations, promotions, and other bread-and-butter decisions) was that of Logan Esarey, who became the first real scholar of Indiana’s history. Born in 1873 in a log cabin in southern Indiana, Esarey knew Hoosiers as few have—both through first-hand experience and through serious and sustained academic research. His rustic appearance, dry wit, and talent for story-telling enabled him to pass as one who had actually lived the pioneer era he studied. His former student and later department colleague, R. C. Buley, remembered that Esarey got along with Hoosier farmers suspicious of the university because “though he spoke not their grammar, he spoke their language: they considered him one of them.” Esarey earned a PhD in history at IU in 1913, under Woodburn’s direction, but had begun teaching there two years earlier. He was a superb instructor, one lovingly remembered by students long after his death—a teacher, Buley recalled, who “could come nearer to dreaming the picture of an abstraction on the blackboard than any teacher his students had ever known.” He was also a pioneer scholar: his two-volume *History of Indiana* was the state’s first scholarly history and the standard for two generations. In 1913 Esarey assumed the editorship of the *Indiana Magazine of History* when it moved to the campus: he made the IMH one of the leading state history journals in the nation and began a tradition that continues to the present of...
having an IU history professor as editor. Esarey also worked hard to add primary sources to the university’s library collections, particularly Indiana newspapers. All this scholarship attracted students, undergraduates and graduate, and built a foundation in teaching and research that would be central to the department in the decades to come. Building strength in Indiana and Midwestern history was practical and sensible in the early twentieth century. And in that common-sense effort Esarey, supported by Woodburn, was the key figure.

Woodburn’s years as chair included the frustrations his successors would all come to know. There was never enough money to support all the good ideas and needs of students and faculty. One of the most constant laments in Woodburn’s reports to President Bryan was the inadequate library collection. His requests often detailed specific items needed for research and teaching, ranging from Jesuit Relations to Indiana newspapers. Woodburn’s frustrations included also the department’s cramped office space in Kirkwood Hall and repeated requests for a department typewriter and a mimeograph machine. The latter piece of technology, Woodburn argued in 1910, would be used to prepare lecture outlines for students, who would be charged a small fee to help defray the cost. Classroom desks and paint also appear in the chair’s appeals to the university president. And again and again he asked that history be separated from political science, a marriage he thought reduced university support for both parties. Bryan finally approved a divorce in 1914.

Woodburn never really retired, even though he achieved emeritus status in 1924. He continued as a major and much beloved presence on the campus and spent considerable time writing his history of the university, published in 1940. And his memory continues in the James A. Woodburn Fellowship, established by his family in 1944 and awarded each year to an outstanding IU graduate student in American history.

The course that Woodburn had set for the history department continued until after World War II. Albert Kohlmeier became chair in 1924, a position he held until 1948. An outstanding teacher, Kohlmeier was widely respected on the campus as a wise and sensible man. Under his leadership, the department continued to emphasize United States history, the area of strongest student interest by far in these years. The field was strengthened by the addition of Oscar O.
Winter in 1937 and by the teaching and publication especially of Professors Buley and Barnhart.

R. C. Buley became one of the university’s most well-known professors. He earned his BA and MA degrees at Indiana and his PhD, in 1925, at Wisconsin, the year he began teaching at IU. His most notable scholarly recognition came in 1951 when his two-volume *Old Northwest: Pioneer Period, 1815-1840* won the Pulitzer Prize in history. This work, like much of Buley’s writing, was marked by an interest in the everyday lives of ordinary people on the Midwestern frontier and was based on Buley’s deep reading of pioneer newspapers. Buley was a major force in acquiring newspapers for the library. He was instrumental also in obtaining manuscript collections, including the Oakleaf Lincoln papers and other materials that would become centerpieces of the Lilly Library. Buley was also an exceedingly popular teacher, winner in 1962 of the Brown Derby teaching award. His survey course in recent American history was one of the most popular on campus. For decades after his retirement alumni eagerly shared stories about Buley’s teaching, often recalling his natty dress and gentlemanly manner, so different from the rough-hewn frontier style of his mentor Esarey. Former students noted his ability to make the past come alive and his insistence that they go beyond rote learning. As Buley summarized it: “No sense wasting time memorizing a multitude of miscellaneous facts. The important thing is to know where to find facts when you need them and then know how to use these facts.” Buley insisted that students form their own opinions. He himself had strong views, especially about Franklin D. Roosevelt and his New Deal. Many former students remember that Buley ended his survey class in 1932 because he didn’t want to teach about that man in the White House.
Joining Buley as an outstanding teacher-scholar of Midwestern history was John D. Barnhart, who came to the faculty in 1941. Barnhart received his PhD from Harvard in 1930, where he had been a student of Frederick Jackson Turner. Like Turner, Barnhart was interested in population movements into the Midwest frontier, particularly from the Upper South, and their relationship to the development of pioneer democracy. These themes Barnhart explored in one of his best books, *Valley of Democracy: The Frontier versus the Plantation in the Ohio Valley* (1953). His two-volume history, *Indiana: From Frontier to Industrial Commonwealth*, published in 1953 and co-authored with Donald F. Carmony, set a new standard for meticulous, scholarly state history. Barnhart’s contributions to Indiana history included service as editor of the *Indiana Magazine of History*, from 1941 until 1954. For six of those years, from 1947 to 1954, he also chaired the history department.

With the teaching and research of Barnhart and Buley, building on the foundations set by Woodburn and Esarey, the Indiana University history department had by mid-century become one of the leading centers of state and regional history. In 1954 Donald F. Carmony joined the faculty to become a mainstay in carrying on these traditions, including service as editor of the *Indiana Magazine of History* from 1955 to 1975. These professors made large contributions in classroom teaching, scholarly publication and in a range of services to the university and to the state. Their work reflected high standards of scholarship, and even though they all intimately loved the Hoosier state and the Midwest region, they could also see shortcomings and missed opportunities in Indiana’s past. They earned the respect and goodwill of their students and of generations of Hoosier citizens. Directly and indirectly, these Hoosier historians did at least as much for Indiana University’s growing strength and public prominence in this era as any other group of faculty.

While the department’s contributions to state and regional history gave it special standing, there also was growing strength in other areas of United States history. Chase Mooney in Southern history, Maurice Baxter in constitutional and early national history, and Robert Ferrell in diplomatic history joined the faculty in the late 1940s and early 1950s, followed in the late 1950s by Richard Dorson, eventually a preeminent folklorist, and John Wilz in recent U.S. history. Each of these scholars made major contributions in their publications and in their classroom teaching. Their work ensured to the extent that United States history remained the strong core of the department, meeting the needs of students and the expectations of society.
The history department, the university, and the state of Indiana began to change in the years after World War II. Never really an ivory tower, the campus came to be even less so after 1945. The war itself had something to do with the change, for it caused many Hoosiers to see a world far larger than their small towns and to ask whether young Americans could be truly educated if their knowledge was limited to only their own region or country. The fight against fascism abroad highlighted racism at home, even at Indiana University, where the prevailing racial mores kept African American students from living in the dormitories and participating in many campus activities. There was even some doubt that history professors needed to be, as they always had been, white, male, and Protestant. In these and other ways the history department and the university were never isolated from the world around them but were in fact intimately and eagerly connected.

The Hoosier with small-town origins and big ideas who answered those questions most forcefully was Herman B Wells, the best friend the history department has ever had. Wells became president of the university in 1937 and soon faced the immense disruption of war. Wells himself became involved in various national and international projects, particularly in post-war Europe. And he squarely faced the needs—and the promise—of thousands of returning veterans on the campus. Their lifestyle in the newly situated campus trailer courts was different from that of most earlier undergraduates, while their academic interests were generally broader and more mature. Professor Leonard Lundin recalled that when he returned to the campus from Army service in 1945 the students “were bright and interested and they had a degree of acuteness and sophistication of interest which was quite unlike what had been before.” President Wells saw opportunities too in the growing government and foundation support that could connect universities to the world. In moving Indiana University into the world and in bringing a more cosmopolitan outlook, one that included a commitment to racial and ethnic equality, this young man from Jamestown, Indiana, was to make his enduring contributions. His vision transformed the university and the history department. Professor Lundin was not alone in concluding that Wells “was probably the best university president that any American university has had in the twentieth century.”

**Transitions**


**John D. Barnhart and Herman B Wells**
Indiana University had long offered courses in Western European history and ancient history. Perhaps the most prominent professor in the “non-U.S.” area was F. Lee Benns. When President Bryan looked ahead to retirement in 1937, he sent a questionnaire to faculty and honor graduates asking their evaluation of each faculty member. Benns scored the university’s highest composite rating from faculty and alumni. To students Benns was known as a very demanding teacher but one widely revered, as evidenced by their awarding him the Brown Derby for outstanding teaching in 1941.

Professor Benns’s scholarship made him one of the first IU history professors to achieve an international reputation. His textbook, *Europe since 1914* (1930), was a pioneering work in contemporary history and widely used across the country. His *Europe since 1870* (1938) was translated into German in 1952 for use in classrooms there. Benns’s international outlook extended beyond the traditional boundaries of Western Europe. He increasingly included Eastern Europe in his courses and during World War II began to teach a course in Russian history. And while serving as department chair in 1953-54, he pushed to appoint a specialist in Russian or East European history, leading to the appointment of Piotr Wandycz. There was some opposition in the department on the grounds that Wandycz’s European background, including a Cambridge PhD, might make him unsuitable to teach Indiana undergraduates, especially outside his specialty area of Eastern Europe. Benns responded by scheduling Wandycz’s Western Civilization class at the least popular time so that “if he is unsuccessful not too much damage can be done.”

Benns was joined in 1937 by C. Leonard Lundin, originally appointed to teach United States history but increasingly moving to European history and eastward into the Baltic regions. Lundin also played a role in efforts to build an East European Studies program in the early 1950s and brought a very cosmopolitan background to Bloomington. His dedicated teaching and genuine interest in students made him one of the campus’s most respected professors.

As enrollment grew in the post-World War II years, the department continued to build in European history, attracting Arthur Hogue in medieval history; Harold Grimm, a Reformation historian who also served a term as chair; and especially, in British history, Leo F. Solt, who began a distinguished career at Indiana in 1955.
In the 1950s the history department underwent a sea change, strongly encouraged by President Wells. The beginnings of a great departure are evident in 1950 with the arrival of Ssu-yu Teng in Asian history and Robert E. Quirk in Latin American history. Teng and Quirk were outstanding specialists in their particular areas, the first such historians appointed at Indiana whose primary interests were in neither Europe nor the United States.

More dramatic changes came in the late 1950s and early 1960s when a series of forces and personalities joined to reshape the department. The Soviet Union’s sputnik challenge in the context of the Cold War urged the nation toward more support for higher education. A new respect for a college degree brought growing numbers of young Americans to campuses. The federal government, various philanthropic foundations, and growing private support in a time of economic prosperity provided what would be seen later as the golden age of opportunity for colleges and universities; and few took better advantage of the possibilities than Indiana University. It was a time to smile and agree with the Hoosier poet, “Ain’t God Good to Indiana.”

Although the great departure of the late 1950s and early 1960s had origins deep in the past, its most visible features came in the period commonly known as “the Byrne years”—the chairmanship of Robert F. Byrne, from 1958 to 1965. Byrne himself was one of the leading forces in the changes of these years. Trained in West European history but with developed interests in Russian history, he came to Indiana in 1956 with a record of government service, including time in the CIA; close connections to foundations, including Ford and Rockefeller; and, above all, a driving conviction that the history department and the university needed to change—onward and upward, he often said. Byrne and Wells were natural allies: the president convinced the young historian that Indiana was on the move in directions Byrne wanted to go, particularly in expanding scholarship and teaching. Byrne later recalled that “one of my major interests was breaking the Anglo-Saxon approach to history because this was then an Anglo-Saxon department, and it had an Anglo-Saxon curriculum.”

Byrne’s major achievement was to lead the charge to appoint faculty and introduce courses in areas outside of United States and West European history. The critical appointments came in 1961 when, after some struggle, he convinced the department to appoint Charles and Barbara Jelavich, already distinguished scholars of East European and Russian history. A year later George Brooks arrived as the first African historian. The Latin American history field grew with Professors Scobie, Burks, and Fletcher joining Quirk. Additional appointments in these and other new areas continued in the 1960s.

Central in moving beyond the traditional areas of strength was the establishment of university-wide area studies programs. With President Wells’s strong leadership and with government and foundation funding the campus blossomed with new area studies programs. Byrne led in establishing the Russian and East European Institute and served as its first director from 1959 to 1963. Other area studies programs appeared for Latin America, Africa, East Asia, Central Eurasian, and Western Europe. In developing all of these, history professors and students played major roles. Faculty created new undergraduate and graduate courses, not only in history but in foreign language, social science, and humanities departments. And eventually there were new IU PhDs, particularly in Russian, East European, and Latin American history.

In moving the department far from its traditional emphasis on United States history, Byrne and his colleagues attracted criticism. The most stinging charges came from within the department in the person of R. C. Buley. This beloved teacher, who was usually introduced in press reports as “the IU Pulitzer prize-winning historian,” had both an affection for American history and a political conservatism that left him increasingly unhappy with Byrne and the direction the department was moving. Buley told colleagues that the chairman of the history department should always be someone in United States history, preferably Midwestern history, since that area was and should be the core of teaching and research. When Byrne proposed a new freshman survey course that would combine United States and Western European history, Buley charged that this was part of the chair’s plot to downgrade United States history. “We’ve gone international,” Buley lamented. “You
hear wisecracks referring to this place as an extension center for the University of Bangkok.” New courses and professors were “all part of this one-world scheme to turn our Government over to the United Nations to run.”

The tempest was not confined to Ballentine Hall or the campus, partly because Buley had political and media contacts off the campus and also because the issue fit the temper of Cold War politics. Newspapers over the state picked up the story, often with negative commentary about teaching history in a way that would prejudice students in favor of other countries and waste taxpayers’ money on “exotic” courses. In a vitriolic attack on university “braintrusters” and the “asinine subjects for their exhaustive research,” conservative columnist George Crane blasted the IU history department for supposedly offering only “a single 2-hour course in American History covering 1865 to the present” but dozens of courses on Russian and Communism subjects, as well as Latin American courses ad infinitum.”

Like many fevered anti-communists in these years, Crane had his facts wrong. Even the conservative Indianapolis News had to admit that a check of the IU course schedule showed strong emphasis on United States history, with 59 sections offered in the subject during the fall semester of 1962 compared to 67 sections for all other parts of the world. Equally important, new professors in United States history continued to arrive throughout the Byrnes years, including Professors Wilz, Colbourn, Nugent, Neu, Katz, Patterson, and Fletcher.

Moreover, these were the years of the Lilly Program in American History. With Byrnes’s strong support and a large grant from the Lilly Endowment, Professors Baxter, Ferrell, and Wilz made a study of the teaching of United States history in Indiana’s high schools. They prepared a bibliography for high school history teachers; wrote a book, *The Teaching of American History in the High Schools* (1964); visited high school classrooms; and brought dozens of classroom history teachers to campus for intensive summer study. The Lilly program was a significant service to teachers and students in the state’s schools—and also, by good fortune, a clear response to those who claimed that the department was not paying sufficient attention to its own backyard.

The changes of the late 1950s and early 1960s created a department that significantly surpassed many other major history departments in “non-U.S.” areas. It was a wise and exceedingly important step. To this day the IU history department maintains that tradition of reaching outward, of nurturing strong teaching and research in Russian, East European, Latin American, African, Asian, and West European history. Rather than hindering teaching and research in United States history, this outward thrust has in fact enhanced the work of students and faculty in American history. The particular Indiana mix of fields is one of the department’s central traditions and a primary source of its high ranking among the nation’s history departments.

Perhaps less noticed than the addition of new courses and fields was the changing culture of the faculty in the late 1950s and 1960s. Traditional views on gender, religion, and race were widely held in American universities and other institutions as late as the 1950s. For the first half of the twentieth century IU historians had been all male, all Protestant, all white. Many professors and many Hoosiers doubtless thought such a profile entirely correct or, more simply, the natural order of things. Byrnes’s Catholicism was a strike against him in the eyes of some. Some also thought that a historian who was Jewish was not fit to teach United States history or the history of the Reformation. There were doubts too about female historians. Although two women were appointed in the 1950s, it was not until Barbara Jelavich and Irene Neu arrived in the early 1960s that tenured women gained a significant voice in the department, and even then some resistance remained. Professor Neu was especially vigilant and forthright in speaking on issues affecting equality for all faculty and students, including women, long before such principles were commonly expressed in or beyond university life.
To its everlasting benefit, the IU history department changed, appointing Catholics, Jews, women, citizens of other nations, and at last in 1972 a historian who was African American. Eventually one-third of the history faculty were women. Here and in so many other ways the department expressed a fundamental understanding that teaching and research come in no single package of truths or approaches, that history and the people who “do” it in the library and the classroom are as diverse as the subject itself.

Perhaps the basic ingredient in the great departure of the 1950s and 1960s was research. Although IU historians had done research and published articles and books before the 1950s, the department did not have the high standing that Wisconsin, Michigan, or Illinois did in the Big Ten nor that Harvard, Yale, or Columbia did in the Ivy League. Recognition came in the 1960s as the department’s professors achieved more and more national and international distinction. One critical step occurred in the 1950s when a group of assistant professors created an informal research seminar. They met regularly to critique each other’s drafts of articles and book chapters. The only rule—sometimes called “Ferrell’s rule” for its enforcer—was that no one could say anything good about the manuscript being critiqued. The purpose was not to feel good but to write better history. And write better history and more history the faculty did, to the point that such became the expected norm. By the 1960s the department expected a book of significant scholarship for promotion to associate professor and a second book for promotion to full professor. Along with these higher expectations the department and university provided additional support for faculty research in the form of sabbatical leaves and opportunities to apply for research grants.

Connected to the increased importance of research was a graduate program that expanded in size and in breadth of field. Again, this was a major agenda item under Herman Wells’s presidency that matched the department’s interests. By the mid-1960s there were large numbers of graduate students, particularly in United States history but also in Latin American, Russian, East European, and other fields. The department began to offer colloquia designed specifically for graduate students rather than having them sit in on upper-level undergraduate courses. A quality graduate program made it more possible to attract and retain the best faculty, who in turn enhanced the quality of the department and the university.

Expansion of the graduate program and faculty research helped make possible the department’s special place as the home for scholarly journals. The Indiana Magazine of History remained based in the department. Edited by Professor Carmony, the IMH provided an important professional development opportunity for graduate students who worked on the staff. A new step came with the acquisition in 1963 of the Mississippi Valley Historical Review, which soon changed its name to the Journal of American History. The first IU editors were Oscar O. Winther and Chase Mooney, followed by a line of distinguished historians to the present. In 1965 the department acquired the Hispanic American Historical Review, a major boost to the national reputation of IU’s Latin American field, and edited by Professors Quirk and Pletcher. The
tradition of editing scholarly journals continues to this day.

The department also moved to a more inclusive form of governance. Under Woodburn and Kohlmeier the department head had substantial powers. That gradually changed. Byrnes was a chair with strong views and had no fear in expressing them, but he encouraged candid discussion and debate, listened to junior as well as senior faculty, and helped create an atmosphere of democratic governance that his successors built on. The open, sometimes freewheeling environment of the Byrnes years came about also because this energetic scholar had his fingers in so many pies and was so often travelling across the nation and around the world that, as some quipped, “the history department fiddles while Byrnes roams.” It was left to Leo Solt, who succeeded Byrnes in 1965, to bring a bit more order to faculty governance and the department generally. Solt’s engaging style and deep commitment to democratic principles helped the department establish procedures that served it well over the next quarter century. Graduate students angry about the Vietnam War in the late 1960s will particularly recall the tact and concern that Solt showed in listening to their expressions of anger.

Growth and expansion brought a large sense of pride to the department and a growing national reputation, but also new challenges. Size was one. The faculty increased from 18 to 51 in the Byrnes years, though the move from the Social Science Building to Ballantine Hall in 1959 provided considerably more office space. Undergraduates in history courses increased from approximately 1,900 to 4,900 during these half dozen years, and graduate students increased from about 50 to 300. More people meant more administration—more work for the department chair and for faculty committees. Nor could one secretary any longer handle the office chores. Faculty moved to teaching larger classes, though in a concession to the heavier demands to publish they taught fewer courses, usually two each semester rather than three or four. The department’s administrative responsibilities included for a time history at the university’s extensions in Fort Wayne, Indianapolis, South Bend, and elsewhere. For years Bloomington faculty traveled to teach at the extensions, and as the extensions evolved into regional campuses the Bloomington department played the decisive role in appointing and promoting faculty there. Doubtless it was for the best of all parties that this semi-colonial policy withered to a happier independent collegiality by the 1970s.

Another challenge was the university library. The building at the corner of Kirkwood and Indiana Avenue had a certain homey quality, with its worn stairs, glass floors, and jumble of nooks and crannies. But the reserve reading room, where many students spent long hours in the days before photocopying machines, was, as many recalled, “a sweat box,” and the addition of new books and journals created impossible problems of space. Without a new library building, the university in general and the history department in particular would suffer mightily. It was the one issue on which many history faculty parted with President Wells, who thought there were higher priorities. “Mr. Wells was a genius,” Byrnes later recalled, but his “one blind spot was the library.” Byrnes and other professors pushed actively, and finally in 1969 the new building on Tenth and Jordan opened. For history students and faculty it was immediately the most important building on campus, the one they knew best, from the cafeteria on the ground floor to the stacks on the fifth and sixth floors. Above all there was the rich collection of books, journals, and newspapers, extended by the holdings of the Lilly Library—and all made more accessible through the skill and dedication of reference librarians and of subject librarians like Nancy Cridland.
The transformations that occurred in the late 1950s and early 1960s have had no parallel since. Again and again the department has ratified the directions set in those years, but along with continuity in the last three decades there has been change too.

The most apparent change was the broadening to new fields of historical research and teaching. In the first two-thirds of the twentieth century, IU history professors wrote and taught subject matter that generally dealt with political history and usually was organized around a particular nation-state. American history focused on presidents, national legislation, and diplomatic events, such as treaties and wars. Kings and queens, as in the Tudor/Stuart era, national revolutions such as the French and Russian, international wars such as World War I—these were the bread and butter of historical research and teaching at Indiana and at all other universities. There were exceptions, of course, including the sustained interest of Esarey and Buley in the lives of ordinary pioneers on the Midwestern frontier, but the central thrust was toward histories of great men and their deeds.

Change began in the late 1960s and continued into the 1990s. At first labeled the “new social history,” the variety and direction of teaching and research by the 1980s defied labeling. Such changes were occurring at all the nation’s first-rank history departments. Indiana professors began to teach and publish on such subjects as immigration, family life, race, demography, medicine, women, labor, cities, Native Americans, Jewish history, sexuality, law, and dozens of other topics and areas. “Older” subjects remained in the curriculum and as continuing foci of new research: biographies of presidents and businessmen, studies of wars and revolutions, treatments of politics and diplomacy, but usually with a wider or different angle that built on and extended the work of earlier generations of scholars. James Woodburn, Logan Esarey, and R. C. Buley would still recognize some elements in the department’s teaching and research as the twentieth century came to an end, but they might be a bit perplexed by all the new varieties of history.

Changes in the discipline of history over the last thirty years prompted the department to appoint professors in all manner of new fields, a necessary step to maintain the traditions of quality research and teaching. Tenure and promotion for new faculty continued to depend heavily on publication of outstanding new research, including books. The shelves of faculty books in the history office in Ballantine Hall were heavy with volumes from major university and commercial presses, books that as much as any achievement set the department’s national standing. In the last decades of the twentieth century the department consistently ranked in the top twenty among the nation’s history departments—in most years higher than the IU men’s basketball team.

Related to the publication record of the department was the continuing tradition of editing scholarly journals. When Walter Nugent, Leo Solt, and others joined to convince the American Historical Association to move the profession’s leading journal to Indiana, they took a huge gamble. They succeeded magnificently. The American Historical Review arrived in 1975, edited at first by Professors Byrnes and Quirk. Indiana now had two leading journals in the profession, the AHR and the Journal of American History. Later the Journal of Women’s History, led by Joan Hoff, and the Journal of African History, edited by Phyllis Martin, would become strong presences in Ballantine Hall. And continuing on was the Indiana Magazine of History, where Professor Jim Madison succeeded Carmony in 1977, to be followed by Professor Richard Blackett in 1994. The department benefited also from the move of the office of executive secretary of the Organization of American Historians to the
campus, with Thomas D. Clark and then Richard Kirkendall holding the first IU/OAH appointments.

Scholarly journals were costly in faculty time and university money. When in early 1995—another time of hard choices—the department and the university compared journal costs to their benefits, there was formal recognition that the journals provided unique prestige to the department and outstanding opportunities for students and professors to develop professionally as historians. No other history department in the nation could claim the visibility and the teaching and research opportunities associated with such a large number of outstanding scholarly journals. The journals also enabled the department to attract outstanding historians to Bloomington as editors/professors, including Professors Ridge, Perry, and Thelen at the JAH, and Professors Pflanze, Ransel, and Grossberg at the AHR.

In maintaining and extending the traditions of scholarship, the department also built on a long record of quality in pedagogy. From the beginning the history faculty took quiet but fervent pride in classroom teaching. Nearly all IU history faculty regularly taught introductory survey courses to freshmen, deliberately rejecting the tradition in some universities whereby senior faculty taught only graduate students or upper-level classes. History professors again and again brought the fruits of their research into the classroom, often in the form of entirely new courses and always with the excitement of sharing new knowledge as they integrated old knowledge into the changing world. By the 1980s, all classes paid more attention to the history of women, for example, because there was so much exciting new research on the subject. A new course on the Vietnam War attracted hundreds of undergraduates who had little notion of the difference between that war and World War II. A look at the courses offered in 1955-1956 and 1995-1996 reveals the striking differences.

By the 1990s professors made use of all manner of new teaching technology, ranging from videotapes to electronic mail and bibliographic databases. But the basic features of history teaching remained much as they had been in the days of Professor Benns or Kohlmeier. Professors still worked hard on preparing lectures; they demanded lots of reading from students; they assigned papers and examined students using essay questions. Teaching history remained a labor-intensive job. Professors, even with graduate assistants, spent considerable amounts of time reading papers and blue books. (The history department has always been one of the university’s largest consumers of blue books.) In small seminars at the sophomore and senior levels, faculty worked intensively, often one on one, to encourage more sophisticated understanding of the past and, in particular, to develop the skills necessary to enhance that understanding.

History professors remained convinced that the basic skills of reading, writing, and thinking critically and analytically were central to the study of the past and to the work of the future. History students continued to benefit from abundant opportunities to develop these skills, whether they were studying the Russian Revolution, women in Latin America, or the New Deal. Students sometimes complained of “too much reading” and “excessively hard grading,” and some even asked “do we have to read the whole book?” But many history alumni with careers in business, teaching, law, museums, public service, and dozens of other fields came to understand the benefits of such an education. In work and in leisure they experienced the wisdom of Milton’s words carved in stone over the old IU library: “A good book is the precious life-blood of a master spirit.”

Powerful testimony to the importance of teaching emerged in the interviews that the IU Oral History Research Center conducted with emeritus history professors in 1994. Again and again these professors said that their most important contribution and the warmest memories they have come from teaching, from the time spent with students, from the effect they hoped their teaching had on generations of students, from the continuing contact with students from years and even decades gone by.

The department has made considerable progress in recognizing and rewarding its best students. The highlight of each academic year is the spring awards luncheon in the Indiana Memorial Union Building. The appended list of fellowships and awards announced each spring at the luncheon indicates how many former history professors and students are honored. All awards are funded by contributions from faculty, friends, and alumni of the department, extending back to the James A. Woodburn Fellowship.
History students have created their own organizations to enrich academic and social life. The 1894 *Arbutus* lists a voluntary student group called “The History Seminar.” As early as 1902 there was a History Club, which has continued in various forms through the century. In 1951 students and faculty created a chapter of Phi Alpha Theta, the history honorary society that exists today. Graduate students have long gathered together as the History Graduate Student Association and have published a newsletter, *Primary Source*, which helps exchange information and create community among students and faculty.

The administration of the department has grown more complex over the last thirty years. Growth in the 1960s led to a larger office staff and to the appointment of one professor to serve as Director of Graduate Studies, another as Director of Undergraduate Studies. Size created larger challenges in maintaining a sense of community and of common purpose among faculty, whether the challenge came with the divisions of the Vietnam War era or with hard decisions about whether to appoint a new professor in field x or field y when both were so desperately needed.

Department chairs continued to bear the largest burdens of administration, though the tradition of consultation and democratic governance grew. When Leo Solt returned for a brief stint as acting chair in 1972, he expressed what every chair since the 1960s has seen firsthand:

> Being a department chair in the stringent seventies is a much more difficult task than in the bountiful sixties. The arrangement of priorities becomes almost daily more acute, and negative decisions on imaginative projects are much more frequent phenomena. The days of quantitative expansion are over for a while at least. Even so, the department is trying to meet the renewed opportunity for qualitative growth in every way it can.14

Almost certainly the chairs since the “bountiful sixties”—Professors Scobie, Nugent, Baxter, Cohen, Peterson, and Madison—would agree. There were always more good ideas and projects than the budget allowed. Support for graduate students was always far less than these outstanding, hard-working junior scholars deserved. Undergraduate enrollments declined at some times and grew at others, creating unpredictable crises of course scheduling and budgeting. Faculty pay raises were often skimpy and seldom close to acknowledging the quality of work individual history professors did.

But these were challenges that faced Professor Woodburn too. And while the recent past is too close for any clear historical analysis, there is reason to hope that the department’s bicentennial retrospective in 2095 will identify “qualitative growth” as the theme of the department’s evolution during the last decades of the twentieth century and into the twenty-first. Toward that progress faculty, students, deans, alumni, and friends have all contributed—those of the present generation, those extending back to 1895, and those in the generations to come.
During the 1990s and the first decade of the twenty-first century the department continued to emphasize international and global research, teaching, and service as initiated under the leadership of Professor Byrnes in the 1960s. Strength in Russian, East European, Latin American, and African history continued, with new faculty joining these fields in the 1990s and 2000s. The department pushed toward Asian history as well, appointing, for example, the first historian of India. The long-standing interests of several faculty in world history coalesced in new courses, a new graduate field, and the hiring of the department’s first scholars specifically in this field. Recent changes included movement away from areas and orientations shaped by the Cold War, which had so influenced the foundation built in the 1960s.

Reflecting new scholarship in the discipline and changing student interests, the department greatly expanded its work in racial and ethnic fields, including Latino, Asian American, Native American, and especially African American and Diaspora Studies. Many new faculty appointments and classes in these areas were linked to other departments and programs, reflecting an ongoing interdisciplinary orientation. Decades-long relationships with Jewish Studies allowed significant scholarship and teaching in this area. Women’s history and gender studies attracted the interests of many faculty and students. Traditional strength in European and American history continued, influenced too by new subjects and questions. A group of historians formed, for example, to study the eighteenth-century Atlantic World, widening their lens beyond colonial America.

As fields changed so too did approaches to history. Elements of the strong social history orientation that flourished in the 1970s combined in the 1990s with growing interest in cultural history to bring a rich variety of perspectives. Reflecting changes in scholarship, many faculty worked across subfields so that categorizing them as social or political or diplomatic historians became less meaningful.

Over the last four decades the size of the faculty remained roughly the same, at around fifty professors, but by the twenty-first century the composition was radically different from the white, Protestant males who constituted the department at mid-century. Variety in race, ethnicity, and national origins along with a large percentage of women became the norm and a departmental goal.

Expectations of research continued at a high level. Tenure requirements included a scholarly monograph; promotion to full professor required a second book. While changes in publishing and the nature of scholarly communication challenged the “book rule,” the department remained largely committed to this tradition. The display case outside the history office is always filled with recently published books from university and trade presses.

Scholarly journals continue to constitute an essential part of the department’s mission. The American Historical Review, the Journal of American History, and the Indiana Magazine of History remain dominant organs in their respective fields. In addition to giving the department wide visibility, the journals help recruit excellent faculty as editors and offer superb training for graduate students working on the editorial staffs.

The department has continued the tradition of excellence in teaching. Indeed, the last two decades have seen an increase in expectations of teaching in tenure and promotion decisions. As important is an evolving culture that encourages more attention to the challenges of classroom teaching. The best example is the History Learning Project, a nationally recognized departmental initia-

Professor Leah Shopkow teaching an undergraduate class.
tive to study how students learn history and to move toward a curriculum that encourages best teaching practices. History faculty still write on a blackboard with chalk, but PowerPoint and other new forms of communication and teaching dominate. Much teaching has moved away from lecture formats and toward more interactive learning, even in larger classes. For history majors especially, undergraduate seminars remain the core of their learning experience as they work with primary sources, read extensively, discuss historiographical questions, and write their papers.

Graduate students also benefit from the department’s attention to teaching, not only in their seminars and colloquia, but also in opportunities to prepare themselves to teach. The department’s Preparing Future Faculty Program, begun in the mid-1990s, continues to flourish and to distinguish new Indiana PhDs as especially good teachers. The large numbers of graduate students of the 1960s have gradually been reduced in order to provide more funding for each student and to offer better opportunities in a competitive employment market.

Teaching extends beyond the department. Many faculty list courses in other departments. A project begun a decade ago to better prepare future history teachers in the School of Education features special history seminars. Replicating in some ways the Lilly Program of the 1960s, the department recently won a national three-year Teaching American History grant to offer workshops for local teachers.

One of the great blessings of the last two decades has been increased support from generous donors. In times of tight university budgets, gifts to the department have made a critical difference in research and teaching. Especially important are several endowed chairs and professorships, including the Mendel Endowment in Latin American history; the Donald F. Carmony Endowment in Indiana history (funded by family and former students); the Thomas and Kathryn Miller Endowment; the Robert F. Byrnes Endowment; the Paul V. McNutt Endowment; and the Sally Reahard Endowment. A recent gift from the Ruth Lilly Foundation greatly supplemented graduate student support. In addition, the department depends on long-standing gifts as well as ongoing contributions to support student prizes and research awards, announced annually at the department spring awards luncheon.

Visitors to the Bloomington campus of Indiana University invariably comment on its beauty. History faculty and students appreciate the privilege of learning and working in such an environment. More important, however, is the range of facilities and programs across the campus that support teaching and research at the highest level. Grants to organize a conference or initiate a new book project, assistance with computer problems, and the library resources all enhance core teaching and research missions. The university library, now named in honor of Herman B Wells, remains as important as ever in an age of digital information.

For professors and many students the satisfaction of working in a first-class teaching and research environment is a joy. Walking the hallways of Ballantine (even as it grows older and a bit less inviting) offers the chance to chat with and collaborate with historians passionately dedicated to understanding the past and deeply committed to sharing that knowledge with others.
Sources for understanding the history of the Indiana University Department of History are abundant. The major body of primary material is available in the Indiana University Archives, where the department’s annual reports to the university president, faculty clipping files, and publications are especially helpful. The papers of several history faculty are in the University Archives and in the Lilly Library. The University Archives also has back issues of the Indiana Daily Student and an index to the publication. Additional primary sources, including minutes of department meetings, are in the History Office in Ballantine Hall.

The university-wide context is provided by Thomas D. Clark, Indiana University: Midwestern Pioneers (4 vols., Bloomington, 1970-1977), which also includes some references to history department issues.

Essential to understanding the last half-century are oral history interviews, particularly those done in 1994 under the supervision of the Indiana University Oral History Research Center (OHRC). The interviewer was Beth Glenn for all except Professor Quirk, where Gail Rosencrance conducted the interview. These are:

- Donald Carmony, April 5, 1994.
- Irene Neu, April 25, 1994.
- David Pletcher, April 13, 1994.

Further information on these oral history interviews is available from the Center for the Study of History & Memory, Indiana University, 400 North Sunrise Drive, Weatherly Hall North, Room 122, Bloomington, IN 47405. There are also additional faculty interviews in the University Archives.

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2 Samuel B. Harding, Indiana University, 1820-1904 (Bloomington, 1904), 86.


4 Bryan did not approve of divorce. For the scandal caused when one history professor, Samuel Bannister Harding, divorced in 1916, see Thomas D. Clark Indiana University: Midwestern Pioneer, Vol. II: In Mid-Passage (Bloomington, 1973), 291-96.


6 C. Leonard Lundin, interview with Thomas D. Clark, October 10, 1972, Indiana University Oral History Research Project.

7 Ibid.

8 F. Lee Benns to Harold Grimm, May 27, 1954, Box 1, Folder 10, Benns Papers, Indiana University Archives.


12 For earlier criticism from a state legislator that too much “foreign” history was taught and not enough Indiana history, see Justin E. Walsh, Centennial History of the Indiana General Assembly, 1816-1978 (Indianapolis, 1987), 477.

13 Byrnes interview, pp. 26, 27.

14 Leo Solt to History Alumni, March 1972, History Office Newsletter Files.
DEPARTMENT OF HISTORY

FACULTY 1895-1995

JAMES A. WOODBURN 1890-1924
GEORGE E. FELLOWS 1891-1895
WILLIAM A. RAWLES 1894-1902
SAMUEL B. HARDING 1895-1918
ULYSSES G. WEATHERLY 1895-1899
AMOS S. HERSHEY 1895-1914
FREDERIC A. OGG 1902-1903
MAYO FESSLER 1903-1904
THOMAS L. HARRIS 1905-1912
SOLON J. BUCK 1908-1909
OSCAR H. WILLIAMS 1908-1915
ROYAL B. WAY 1909-1910
ALBERT L. KOHLMEIER 1912-1953
LOGAN ESAEY 1913-1940
ERNST M. LINTON 1913-1914
JAMES G. MCDONALD 1914-1918
WALLACE E. CALDWELL 1915-1916
PAUL L. HAWORTH 1918-1919
WILLIAM T. MORGAN 1919-1946
PRESCOTT W. TOWNSEND 1919-1959
WILLIAM O. LYNCH 1920-1941
F. LEE BENNS 1920-1954
JOHN C. ANDRESSOHN 1922-1955
CHARLES R. WILLIAMS 1923-1938
RUSSELL J. FERGUSON 1924-1925
WILLIAM A. KEITH 1925-1926
JOHN D. BARNHART 1925-1926
1941-1965
ROScoe C. BULEY 1925-1964
FRED E. BRENGLE 1926-1928
CHARLES A. KEErH 1926-1927
RALPH C. DAILY 1927-1929
ROLF T. H. JOHANNSEn 1927-1928
THOMAS P. ABERNETHY Jan.-June 1928
STANLEY E. GRAY 1928-1929
RUSSELL T. MCNUTT 1928-1929
RICHARD A. TILDEN 1929-1930
HARRY N. HOWARD 1936-1937
OSCAR O. WINTHER 1936-1970
C. LEONARD LUNDIN 1937-1977
MAX P. ALLEN 1939-1940
1944-1945
ROGER W. SHUGG 1941-1945
CHARLES F. VOEGELin 1941-1947
CHARLES C. HAUCH 1941-1943
MARY L. FORD 1942-1943
ROBERT H. IRMMANN 1942-1943
HEBER P. WALKER 1943-1946
PAUL SEEHAUSEN 1944-1950
DANIEL D. McGARRY 1945-1950
CHASE C. MOONEY 1946-1973
JOHN J. MURRAY 1946-1954
RICHARD H. CALDEMEYER 1946-1947
LYNN W. TURNER 1947-1958
CHARLES E. KISTLER 1947-1950
ROBERT E. QUIRK 1951-1954
ERMINIE WHEELER-VOEGELIN 1951-1952
RICHARD M. DORSON 1953-1981
RICHARD M. DORSON 1953-1988
JOHN E. WILZ 1953-1988
RENA L. VASSAR 1954-1965
H. TREVOR COLBOURN 1954-1966
LEO F. SOLT 1955-1992
EDWARD GRANT 1955-1956
GERALD STRAUSS 1955-1956
JOHN M. THOMPSON 1955-1956
MICHAEL J. WOLF 1955-1956
RONALD SCAFFER 1955-1956
WADIE JWAIDEH 1956-1965
CHARLES JELAVICH 1956-1966
GEORGE C. SOULIS 1956-1966
BARBARA JELAVICH 1956-1966
ALBERT C. TODD JR. 1956-1966
DENIS SINOR 1956-1966
GEORGE E. BROOKS JR. 1956-1966
LOREN R. GRAHAM 1956-1966
ISSER WOLOCH 1956-1966
FRITZ T. EPSTEIN 1956-1966
WALTER T. NUGENT 1956-1966
GLANVILLE DOWNEY 1956-1966
IRENE D. NEU 1956-1966
JAMES R. SCOBIE 1957-1977
IRVING KATZ 1957-2002
JAMES T. PATTERSON III 1957-1972
OTTO PIKAZA 1957-1969
GEORGE C. DAVIS JR. 1957-1970
ROBERT D. MARCUS 1957-1967
DAVID D. BURKS 1957-1973
DAVID M. PLETCHER 1957-1990
HARRY F. YOUNG 1957-1972
JACK M. BALSER 1957-1971
BARISA KREKIC 1957-1970
HOWARD DR. MEHLINGER 1957-1997
THOMAS D. CLARK 1957-1973
MARTIN RIDGE 1957-1979
RICHARD S. WESTFALL 1957-1989
HERBERT H. KAPLAN 1957-1996
FRITZ F. K. RINGER 1957-1970
ALAN P. POLLARD 1957-1971
BRADFORD G. MARTIN 1957-1988
GEORGE I. JUERGENS 1957-1996
GEORGE M. WILSON 1957-2002
WILLIAM B. COHEN 1957-2002
PAUL R. LUCAS 1957-1996
THOMAS G. WALDMAN 1957-1970
CHARLES R. BOXER 1957-1979
NORMAN J. G. POUNDS 1957-1987
RICHARD L. KAGAN 1957-1982
JOHN V. LOMBARDI 1957-1987
ALEXANDER RABINOWITCH 1958-1999
BERNARD W. SHEEHAN 1959-1999
MAUREEN F. MAZZAOUI 1959-1973
PHILIP WEST 1959-1988
RALPH JANIS 1959-1979
A. DAVID PACE 1971-2001
M. JEANNE PETERSON 1971-2001
JESSE RUFUS FEARS 1972-1986
CHARLES J. HALPERIN 1972-1980
WILLIAM H. HARRIS 1972-1982
PHYLLIS M. MARTIN 1972-2004
JAMES M. DIEHL 1973-1978
EDWIN R. COOVER 1973-2004
RICHARD S. KIRKENDALL 1973-1981
JAMES H. MADISON 1973-2004
CARLOS S. BAKOTA 1974-1981
BARBARA A. HANAWALT 1973-2007
JAMES C. RILEY 1974-1987
ROBERT G. GUNDERSON 1975-1985
JURGIS SAULIUS A. ELISONAS 1975-2001

APPENDIX: HISTORY FACULTY, STAFF, AND AWARDS
Helen Nadar 1976-1995
Otto P. Pflanze 1977-1986
A. Benoit Eklof 1977-
Lynn A. Sturve 1977-2009
Lewis C. Perry 1978-1985
George C. Alter 1979-2007
D'Ann Campbell 1979-1993
Ann G. Carmichael 1979-
Nancy H. Demand 1979-2002
Todd M. Endelman 1979-1985
Joan Hoff 1981-1998
John E. Bodnar 1981-
Silvia M. Arrom 1984-1991
David P. Thelen 1985-2006
Richard J. M. Blackett 1985-1997
David L. Ransel 1985-
Muriel Nazzari 1986-1997
Steven M. Stowe 1987-
Casey N. Blake 1987-1998
Derek Penslar 1987-1999
Jeffery L. Gould 1988-
Leah Shopkow 1988-
Dyan Elliott 1989-2006
Arthur M. Field 1989-
Michael E. McGerr 1989-
Caroline H. Williamson 1989-1999
Hiroski Kuromiya 1989-
John H. Hanson 1991-
Wendy Gamber 1992-
Jeffrey N. Wasserstrom 1992-2006
John M. Efron 1992-2002
Judith A. Allen 1993-
Lawrence J. Friedman 1993-2006
Nick Cullather 1993-
Peter F. Guardino 1993-
Chana Lee 1993-1999
Ellen Dwyer 1993-
Elisabeth Domansky 1994-1999
Carl D. Ipsen 1994-
Benjamin Nathans 1995-1998
Michael Grossberg 1995-
Arlene Díaz 1996-
Maria Bucur-Deckard 1996-
Claude A. Clegg 1998-
Daniel M. James 1999-
Joanne J. Meyerowitz 1999-2004
Jeffrey G. Veidlinger 1999-
Dror Wahrman 2000-2003
Daniel E. Walker 2000-2005
Jonathan Sheehan 2001-
Sarah C. Knott 2002-
Eric T. Sandweiss 2002-
Matthias B. Lehmann 2002-2006
Marci L. Shore 2002-2006
Edward J. Watts 2002-2006
Thomas E. Keirstead 2004-
John M. Nieto-Phillips 2004-2005
Scott P. O'Bryan 2004-2005
Konstantin Dierks 2004-2005
Mark Roseman 2004-2005
Marissa J. Moorman 2004-2005
James P. Grehan 2004-2005
Michael S. Dodson 2004-
Khalil G. Muhammad 2004-
Robert A. Schneider 2005-
Edward T. Linenthal 2005-
Amrita C. Myers 2005-
Deborah M. Deliyannis 2005-
Kirsten D. Sword 2005-
Eric W. Robinson 2006-
Julia Roos 2006-
Rebecca L. Spang 2006-
Sara Scalenghe 2006-
Klaus Muehlhahn 2007-
Jason P. McGraw 2007-
Ellen D. Wu 2007-
Padaric J. Kenney 2007-
Michelle R. Moyo 2007-
Christina N. Snyder 2008-
Pedro A. Machado 2009-
Krista Maglen 2010-
Nancy Ashley October 1995
James Basore December 2001
Alexia Bock March 1993
Rebecca Bryant November 1988
Debra Chase January 1974
Jo Ellen Fitzgerald October 1994
Deana Hutchins July 2002

**Undergraduate History Awards**
- T. Edith Drane Scholarship
- Dan H. Eikenberry Scholarships
- Jacob and Lucy Listenfelt Memorial Scholarships
- Chase C. Mooney Award
- Charles Raymond Stoltz Scholarship
- John W. Foster Prize
- Elfrieda Lang Prize
- West European History Prize
- Elvin Hewins Scholarship
- European History Prize
- World History Essay Prize

**Graduate History Awards**
- John C. Andresohn Dissertation Fellowships
- F. Lee and Jesse Benns History Award
- William B. Cohen Memorial Fellowship
- Fellowship in East Asian History
- Ezra H. Friedlander Fellowship
- Grant-in-Aid for Research in the History of the Midwest
- Valerie Gallick Fellowship
- Virginia Gunderson Essay Prize
- John W. Hill Fellowships
- Albert L. Kohlmeier Scholarships
- Susan O’Kell Award
- Ruth Lilly Fellowship
- Paul V. McNutt Fellowship
- McNutt Professorship Fellowship
- Sally Reahard Fellowship
- Leo Selt Dissertation Travel Award
- Stoler Research Fellowship
- Van Der Weele Fellowship
- Oscar O. Winther Memorial Prize
- Wiseman Fam ily Fellowship
- James A. Woodburn Dissertation Fellowships

**Department of History Staff (present)**
- Nancy Ashley October 1995
- James Basore December 2001
- Alexia Bock March 1993
- Rebecca Bryant November 1988
- Debra Chase January 1974
- Jo Ellen Fitzgerald October 1994
- Deana Hutchins July 2002

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