



DEPARTMENT OF HISTORY HISTORIA

Volume 27 Spring 2013

Published Yearly for the Brown University Department of History



BROWN UNIVERSITY

Department of History

Annual Newsletter

Volume 27, Spring 2013

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SHARPE HOUSE
130 Angell Street



PETER GREEN HOUSE
79 Brown Street



DEPARTMENT OF
HISTORY

A Word from the Chair



GREETINGS TO EVERYONE. I have the honor of filling in for Cynthia Brokaw who is on research leave this year. From this perch, I can again see so many wonderful students and scholars busy in their intellectual work and an equally wonderful and creative support staff eager to assist and facilitate.

The department continues to expand in exciting new ways. Last year, you may recall, we appointed Beshara Doumani as Jukowsky Family Professor of Modern Middle East History and Director of the Middle East Center. To strengthen further our program in Middle East history, we have now hired Faiz Ahmed. An expert in the legal, intellectual, and social history

of the modern Middle East and South Asia, Professor Ahmed has both a law degree and a Ph.D. in History from the University of California, Berkeley and has held a Fulbright Scholarship to study at the American University in Cairo. Based on extensive research in several languages and archival collections, Ahmed's dissertation, "Rule of Law Experts in Afghanistan: A Sociological History of the Indo-Ottoman Nexus in Kabul, 1857-1923," tells the story of how politicians, scholars, and religious leaders from the Arab world, Ottoman Empire, and India were determined to shape the formation of the first independent modern Muslim state. Having already won two awards for articles he has published in law journals and a gifted translator of Persian and Arabic historical documents, Ahmed is emerging as a world authority on Afghani law and society.

We all know we live in extraordinary times, and one of the most important drivers of these times has been capitalism. Recognizing the need to introduce students to the analytical study of capitalism within its historical context, the department is pleased to announce that we have also hired Lukas Rieppel. Professor Rieppel received his Ph.D. in the History of Science from Harvard University, where he simultaneously earned a M.Sc. in Organismic and Evolutionary Biology, and has been a post-doctoral fellow at Northwestern University. As you can see from his degrees, Professor Rieppel looks at the history of capitalism through the eyes of the history of science and technology, another essential and emerging field, one in which our department is rapidly building world class strength. Every aspect of Rieppel's work—from the analysis of the sources of science funding in Gilded-Age America, to the linking of museum cataloguing and business accounting methods, to the explanation of how objects (dinosaur bones!) once considered outside of human purview became commodified—reveals the extent to which capitalism and science have been historically embedded in one another. Along with his publications, Rieppel has organized panels on "Science and Capitalism" and on managerial practice and culture in the nineteenth and twentieth-century U.S.

A great deal of our collective energy this year was focused on examining our undergraduate program. Discussions began two years ago under department chair Omer Bartov and chair of our executive committee (PPC) under Hal Cook, and now is the time to implement and evaluate. Of our accomplishments, the ones that deserve most mention are: a simplifying and clarifying of our

undergraduate concentration and the creation of a series of exciting introductory thematic courses. Starting this series next year, Professor Seth Rockman will teach “The History of Capitalism” in the Fall, and in the Spring Professor Tara Nummedal will offer “The Philosophers’ Stone: Alchemy From Antiquity to Harry Potter.”

As Omer Bartov wrote last year, enrollments in History at Brown are down substantially. But so, too, are enrollments across the humanities both at Brown and throughout the United States. Students (and their parents) are naturally concerned for their future and believe that certain fields offer greater promise for employment. There is undeniable truth to this, but the price for Brown and for our country is a diminished sensibility to some of the essential ways of thinking about the human condition. Our colleagues are fully devoted to helping students develop the critical intellectual skills that the study of history has always imparted. Expanding new fields of inquiry, such as those that I detailed above, is part of that effort.

Finally, a very difficult way to close, but we experienced a terrible loss this year. Adam Ringguth—an extremely promising and gifted graduate student—suffered a sudden injury and died. Through conversation and remembrances, even those of us who did not have the pleasure of knowing him came to appreciate his spirit, devotion, and love of community. The Ringguth family has generously donated Adam’s extensive collection of books to the department, and that library is being housed in the graduate student lounge as a memorial to Adam’s great passion for learning.

— *Kenneth Sacks*

Cover Image/Doumani

The “Arab Spring”

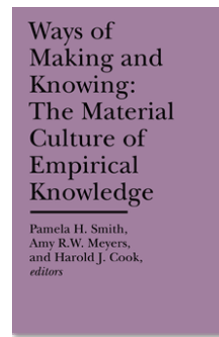
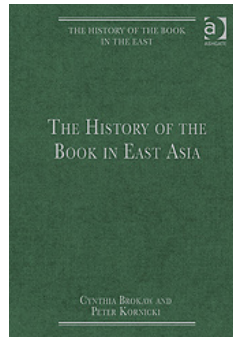
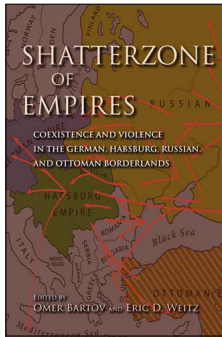


The “Arab Spring” is on everyone’s mind, it seems, but the talk is mostly about the big-picture: the transformation of the geo-political landscape as old regimes fall and new ones take halting first steps, the dramatic legal and political struggles over constitutions and elections, the turns to violence in Libya and Syria, and so on. Often forgotten in all of this is the granular texture of people power from below: Individual expressions by millions through song, art, street performances, slogans and, as in this picture, home-made posters. This one is from the ongoing revolution in Yemen, a country which has witnessed the longest, largest, and most sustained series of peaceful popular protests in the Arab world. Yemen’s story is largely ignored in

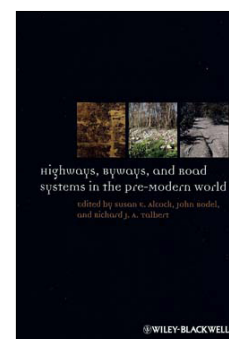
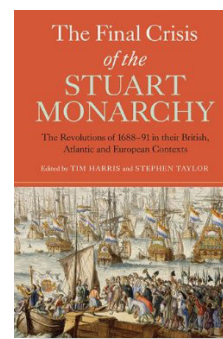
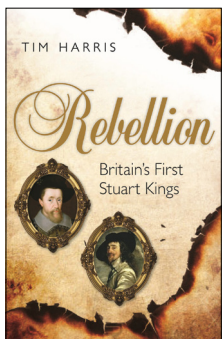
the Western media except for occasional reports of drone strikes that remind us of the US military involvement over the past several years in the poorest and most volatile region in the Arabia Peninsula. This poster is a relatively elaborate one, which is why it caught the eye of the photographer. The design suggests a high school graduation certificate/ID card for the long-ruling dictator, Ali Abdullah Saleh. His student number, 33, corresponds to the number of years he has ruled. The certificate shows that he received 100% (A+) in four courses: National Betrayal, Unemployment, Murdering Innocents, and Corruption. He also received 99.99% of the vote in every (phony) election. His parent/guardian is listed as USA, while the new headmaster who “graduated” him is listed as “The People.” His new home is identified as Saudi Arabia, for that is where overthrown dictators, such as Zine El Abidin Ben Ali of Tunisia, have taken refuge. This poster clearly links authoritarian rule at home to the US-Saudi alliance that lies at the core of the status quo that is now being challenged in the Arab world. The future is anyone’s guess, but the transformation is already taking place.

– Beshara Doumani

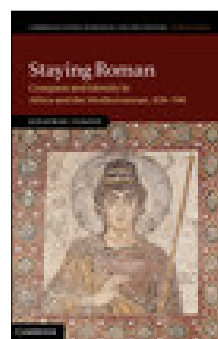
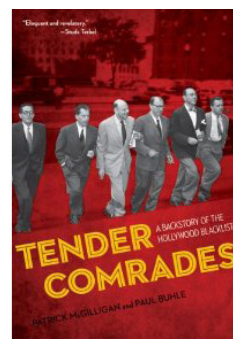
Recent Faculty Books



Omer Bartov, Eric D. Weitz, *Shatterzone of Empires: Coexistence and Violence in the German, Habsburg, Russian, and Ottoman Borderlands*, Indiana University Press, 2013 ppbk; **Cynthia Brokaw**, *The History of the Book in East Asia*, Ashgate Publishing Company, 2013; **Harold J. Cook**, *Assessing the Truth: Correspondence and Information at the End of the Golden Age*, Leiden; Primavera Pers, 2013; **Harold J. Cook, Pamela Smith and Amy Meyers**, *Ways of Making and Knowing*, University of Michigan Press, 2013

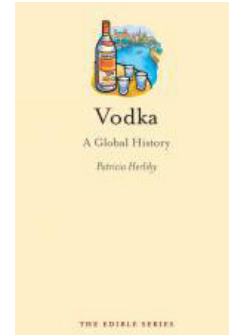
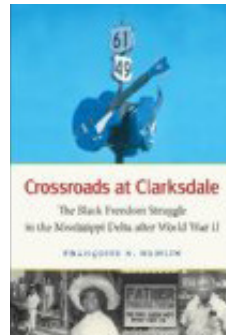
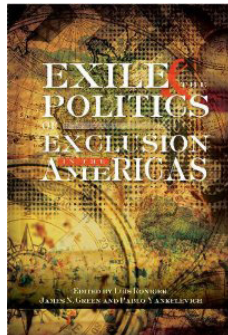
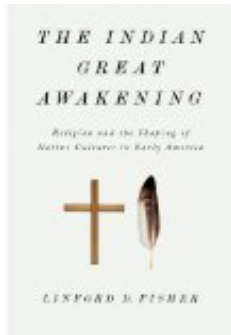


Tim Harris, *Rebellion: Britain's First Stuart Kings, 1567-1642*, Oxford University Press, 2013; **Tim Harris, Stephen Taylor**, *The Final Crisis of the Stuart Monarchy: The Revolutions of 1688-91 in their British, Atlantic and European Contexts*, Boydell/University of Rochester Press, 2013; **John Bodel, Saul M. Olyan**, *Household and Family Religion in Antiquity*, Wiley-Blackwell, 2012; **John Bodel, Susan E. Alcock, Richard J.A. Talbert**, *Highways, Byways, and Road Systems in the Pre-Modern World*, Wiley-Blackwell, 2012

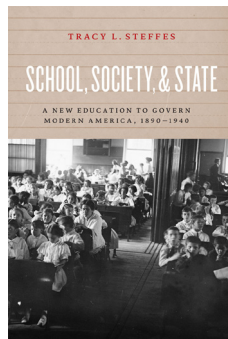
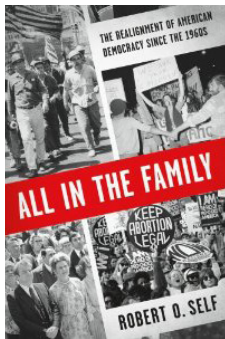


Mari Jo Buhle, Paul Buhle, *It Started in Wisconsin: Dispatches from the Front Lines of the New Labor Protest*, Verso, 2012; **Paul Buhle, Patrick McGilligan**, *Tender Comrades: A Backstory of the Hollywood Blacklist*, University of Minnesota Press, 2012; **Jonathan Conant**, *Staying Roman: Conquest and Identity in Africa and the Mediterranean, 439-700*, Cambridge University Press, 2012; **Harold J. Cook, Sven Dupré**, *Translating Knowledge in the Early Modern Low Countries*, Zurich: Lit Verlag, 2012

Recent Faculty Books



Linford Fisher, *The Indian Great Awakening: Religion and the Shaping of Native Cultures in Early America*, Oxford University Press, 2012; **James N. Green, Luis Roniger, Pablo Yankelevich**, *Exile and the Politics of Exclusion in the Americas*, Sussex Academic Press, 2012; **Francoise Hamlin**, *Crossroads at Clarksdale: The Black Freedom Struggle in the Mississippi Delta after World War II*, The University of North Carolina Press, 2012; **Patricia Herlihy**, *Vodka: A Global History*, Reaktion Books, 2012



Robert O. Self, *All in the Family: The Realignment of American Democracy Since the 1960s*, Hill and Wang, 2012; **Tracy L. Steffes**, *School, Society, and State: A New Education to Govern Modern America, 1890-1940*, University of Chicago Press, 2012



New Faculty



FAIZ AHMED joins the department as a historian of the modern Middle East and a specialist in the “socio-legal” history of late Ottoman Turkey, Iran, and Afghanistan. His primary research explores comparative histories of Islamic legal modernism, especially the production of constitutional charters, civil law codes, and “rule of law” ideology in the late Ottoman and Qajar empires as well as Afghanistan during the long nineteenth century. Ahmed’s published articles on Islamic law and legal history have contributed to enhancing academic, professional and public knowledge of the often misunderstood role of Muslim scholars (the “*ulema*”) in contexts as diverse as the Indo-Afghan borderlands to Iran and Iraq.

His current book project—based on archival research he conducted in Istanbul, Kabul and Delhi—presents a social and intellectual history of the first Afghan constitution of 1923, including a transnational genealogy of the jurists and institutions (and rivalries between them) that contributed to the drafting and promulgation of the pioneering yet oft-overlooked charter.

Trained as a lawyer and social historian, Ahmed’s abiding interest has been exploring how the contestations and conciliations of scholars, administrators, and everyday “citizen-subjects” constitute the life of the law in an amorphous region recently come to be known as the Middle East. He is a recipient of fellowships from the Fulbright Program, Social Science Research Council, and Andrew W. Mellon Foundation for his research in Egypt, Turkey, and Afghanistan. In addition to his historical inquiries spanning Islamic jurisprudence, sufism, and socio-religious networks from Cairo to Kandahar, he occasionally publishes on contemporary Afghan affairs as well as U.S.-Middle East relations. Earning his Ph.D. in History from the University of California, Berkeley in 2013, Ahmed also holds a Juris Doctorate from the University of California’s Hastings College of Law.



ROQUINALDO FERREIRA joins Brown University from the University of Virginia where he held a joint appointment in the History Department and the Carter Woodson Institute for African American and African Studies between 2005 and 2013. He specializes in African History, Atlantic History, and Colonial Brazilian History. After receiving a BA (1992) and MA (1996) in History at the *Universidade Federal do Rio de Janeiro*, he did graduate studies at UCLA (PhD, 2003). He has held residential fellowships at the Du Bois Institute (Harvard University), the Gilder Lehrman Center (Yale University), and the David Rockefeller Center (Harvard University). His scholarship has been supported by the American Council of Learned Societies (ACLS), the National Endowment for the Humanities (NEH), the Tinker Foundation,

and the Calouste Gulbenkian Foundation. He has been visiting professor at the Institut de Hautes Études Internationales et du Développement (Geneva,) and at the École des Hautes dÉtudes en Sciences Sociales (Paris).

Ferreira is the author of *Cross-Cultural Exchange in the Atlantic World: Angola and Brazil during the Era of the Slave Trade* (New York: Cambridge University Press, 2012) and *Dos Sertões ao Atlântico: Tráfico Ilegal de Escravos e Comércio Lícito em Angola, 1830-1860* (Luanda: Kilombelombe, forthcoming in 2013). He is completing a book provisionally entitled *Pathways to Colonialism: Abolitionism, Territorial Sovereignty, and Unfree Labor in Angola (ca. 1830s-1880s)*. He is at work on three research projects: a comparative history of Portuguese/African cultural and trade relations in the Bight of Benin, Angola, and the Gold Coast; a social history of the *Carreira da Índia*; and a socio-cultural history of Luanda from 1576 to the end of the nineteenth century.



LUKAS RIEPPEL works at the intersection of the history of science and the history of capitalism, focusing especially on the life sciences in 19th and 20th century America. He is currently working on a book that traces how dinosaurs became a symbol of American economic might and power during the Gilded Age and Progressive Era. Entitled *Assembling the Dinosaur: Money, Museums, and American Culture, 1870-1930*, this project uses the history of paleontology as a means to examine how the ideals, norms, and practices of modern capitalism shaped the way scientific knowledge was made, certified, and distributed.

Lukas also has a long-standing interest in foundational debates about evolutionary theory and its relationship to social, political, and economic concerns. At the moment, he is working on an

essay entitled “The Problem of the One and the Many in Modern Biology” about the attempt of scientists such as Ernst Haeckel, August Weismann, and Oskar Hertwig to reconcile the two great synthetic frameworks of 19th century biology: evolution and the cell theory. Achieving this goal was complicated by the fact that one stressed the way individual cells give up a measure of their autonomy for the good of the whole, whereas the other usually emphasized the salience of competitive over cooperative interactions in the natural world. Lukas comes to Brown from Northwestern University, where he currently serves as a post-doctoral fellow jointly appointed by the History Department and the Science in Human Culture Program. Before coming to Chicago, Lukas completed a PhD in the History of Science at Harvard. During his time in Cambridge, he also completed a Master’s degree in Organismic and Evolutionary Biology, studying the population genetics of a hyper-diverse Lycaenid butterfly from Europe.

Faculty Activities



This year for **OMER BARTOV** was spent mostly on leave at the U.S. Holocaust Memorial Museum in Washington, DC, with frequent commutes to family in Cambridge,

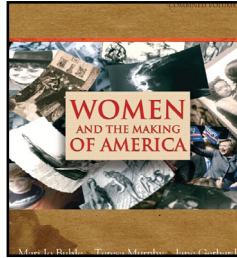
Mass. He has been working hard on his book, *The Voice of Your Brother's Blood: Buczacz, Biography of a Town*. It's coming along; though not as quickly as he would have liked. Meanwhile the hefty doorstopper of a volume he co-edited with Eric D. Weitz, *Shatterzone of Empires*, has been published, and they had the pleasure of presenting it in April at the Association for the Study of Nationalities annual meeting in New York. Beside various lecture trips, the main highlights of the year were his son Rom's bar-mitzvah, which was celebrated with older brother Raz in the heart of the Israeli desert, and daughter Shira's happy early admission to Brown. Bartov can look forward to occasional lunches if she can spare the time.



Academics at the Hofbräuhaus, Munich, October 2012.

In summer 2012 **JOHN BODEL** delivered three public lectures and participated in several workshops as Visiting Fellow at the Institute for Advanced Study at the University of Warwick (U.K.); in August he was elected Vice-President of *L'Association Internationale*

d'Epigraphie Grecque et Latine for a five year term at an international congress of epigraphists in Berlin. Fall 2012 saw the publication of a co-edited volume, *Highways, Byways, and Road Systems in the Pre-Modern World* (Blackwell: Oxford) that grew out of a conference held at Brown in spring 2008. In March 2013 he delivered the Hyde Lecture in ancient studies at the University of Pennsylvania.



MARI JO BUHLE completed her supervision of two exceptional doctoral students last spring, thereby whittling her dissertation list to only one! In November,

she spoke at the University of Michigan at a conference marking the 50th anniversary of the Port Huron Statement and the founding of Students for a Democratic Society. Ongoing projects include new digital versions of the two textbooks she co-authors, *Out of Many: A History of the American People and Women and the Making of America*, both published by Pearson. She continues to work on the history of women and mental illness in the United States and, most of all, to enjoy retirement in Madison, Wisconsin.



PAUL BUHLE reports lots of activity, lectures, interviews and exhibitions around recent books, including two comics-with-prose, *Yiddishkayt* and *Robin Hood: People's Outlaw and Forest Defender*. Lots

of hard work toward the next comic art volumes, including *Abraham Lincoln for Beginners* and *Thelonious Monk: a Graphic Biography*. And much happy time spent at political and cultural meetings with our many friends in Madison, Wisconsin.

CAROLINE CASTIGLIONE, Associate Professor of Italian Studies and History, completed her three-year term as Director of Graduate Studies in Italian Studies in 2012. She won the Wendy J. Strothman Faculty Research Award in the Humanities 2012-13 (Brown University). She presented a conference paper related to her current research: "Matters of Great Conscience: The Ethics of Motherhood in Seventeenth-Century Rome," at the New College of Florida Conference on Medieval and Renaissance Studies (Sarasota, Fl.) in March 2012. She taught a new graduate seminar in spring 2012, "Gender Matters," and continues to tend to the matter of finishing her book manuscript *Accounting for Affection* on the politics of motherhood in seventeenth-century Rome.



HOWARD CHUDACOFF has continued writing chapters for his new book, *Game Changers: Major Turning Points in the History of Intercollegiate Athletics*. He also has written an article on

the history of children's play for *The Encyclopedia of Play Science* and continues his role as Brown's Faculty Athletic Representative to the NCAA. A new edition, the 10th, of his co-authored text, *A People and a Nation*, will be published later in 2014.



This year, **JONATHAN CONANT** delivered the opening lecture at a conference in Rome organized by the German Archaeological Institute on the history and archaeology of

Byzantine and early Islamic North Africa. He returned to the Eternal City for a second time to present some preliminary research on the survival of Latin as a written and spoken language in early Islamic North Africa at a conference on Latinity in the post-classical world held at the Vatican. He published two papers, one on the

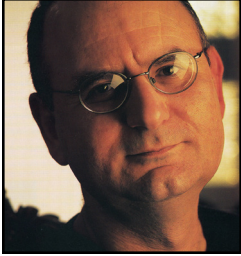
uses of the written word in late ancient North Africa and the other on Vandal-era diplomacy; his ongoing research focuses on his second book project, *The Carolingians and the Ends of Empire*. He also developed a new sophomore seminar on "The Search for King Arthur." Prof. Conant won a Henry Merritt Wriston Fellowship for 2013-2014.



HAROLD J. (HAL) COOK, John F. Nickoll Professor in History, was on leave during the 2012-13 academic year, although he continued to work with and examine a number of graduate

students. Despite his leave he has also continued efforts on behalf of Brown's Open Access committee. From September until the end of January he was honored to be the distinguished Fellow of the Koninklijke Bibliotheek (national library of The Netherlands) in cooperation with the Netherlands Institute for Advanced Study, for which he wrote a book and delivered a public lecture. His several publications also included several blogs for the KB, two jointly-edited books, and a lengthy article in *Osiris*, while he was invited to speak at conferences in Germany, Switzerland, Portugal, and Abu Dhabi. His chief current research interest remains examining how "ideas" were exchanged across cultural boundaries, especially in the early modern period.

DOUGLAS COPE is the Director of Undergraduate Studies for the History Department. His current research focuses on the informal economy in eighteenth-century Mexico City. He has also contributed an article on rebellions in colonial Spanish America to *The Lexikon of the Hispanic Baroque*.



BESHARA DOUMANI joined Brown University in July, 2012 as the Joukowsky Family Distinguished Professor of Modern Middle East History, as founding

director of the Middle East Studies Initiative, and as a Faculty Fellow at the Watson Institute. He devoted his first year to building a nationally distinguished Middle East Studies Program; to chairing search committees for new faculty, post-docs, visiting professors, and staff; and to contributing to the University's Strategic Research Initiative. Doumani devised a new lecture course, "Civilization, Empire, Nation: Contested Histories of the Middle East," that attracted over seventy students to his first class at Brown, and he advised undergraduate concentrators in Middle East Studies whose number more than doubled. Four of his Ph.D. students filed their dissertations and secured positions at University of Michigan, UC Berkeley Law School (post-doc), Bilgent University, and, not least, Brown University. He continues his work on the social and legal history of family life and gave lectures in Istanbul and Florence, and at Harvard and Columbia.



Professor Fisher before a talk at Duke University, April 2013.

LINFORD D. FISHER enjoyed another year of teaching, speaking, and researching. In the fall of 2012 he taught a new graduate course titled Religion in the Early Modern Atlantic World that included an [online](#) final

presentation of historiographical essays by the students. He also gave a few talks over the past year regarding his recently published book, *The Indian Great Awakening: Religion and the Shaping of Native Cultures in Early America* (Oxford 2012). The most surprising development of the year was with the Roger Williams code project, in which a group of undergrads [successfully](#)

[decrypted](#) a shorthand essay by Roger Williams dating back to the early 1680s, which turned out to be a brand new piece of writing from Williams. Linford and an undergraduate math concentrator, Lucas Mason-Brown, are working on several publications relating to the finding. Progress towards the next book on Indian and African enslavement is still proceeding apace, with an article on Indian enslavement accepted for publication and another research trip taken to London in May 2012.

ABBOTT GLEASON is revising an article on the neo-cons for publication and painting up a storm. Retirement is otherwise pretty quiet for him, but he gets to New York every so often, and Boston/Cambridge more, and would love to hear from former students. (Abbott.Gleason@Brown.edu)



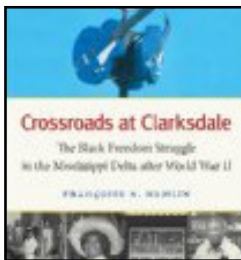
MARY GLUCK is completing a book manuscript on the *Invisible Jewish Budapest*. During her sabbatical leave in 2012, she gave lectures on aspects of the book at the University of Vienna, the International Center for Cultural Studies at Vienna, the University of Graz and at the Central European University in Budapest.



JAMES N. GREEN

co-edited *Exile and the Politics of Exclusion in the Americas* with Luis Roniger and Pablo Yankelevich (Sussex Academic Press) and published “Who is

the Macho Who Wants to Kill Me?": Male Homosexuality, Revolutionary Masculinity, and the Brazilian Armed Struggle of the 1960s and 70s,” *Hispanic American Historical Review*, (August 2012), which was featured in the first HHR Open Forum: <http://hhr.history.duke.edu/>. This year, Green has played a leadership role in the Brazil Initiative, a cross-disciplinary effort to transform Brown into the best place to study Brazil in the United States. He is also collaborating with the Brazilian National Truth Commission that is investigating human rights violations committed by the state during the dictatorship that ruled that country from 1964 to 1985. This summer he will be working with a team of six Brown students scanning and analyzing U.S. State Department documents for use by the Truth Commission.



FRANÇOISE HAMLIN

has accumulated many air miles in the past year speaking about *Crossroads At Clarksdale: The Black Freedom Struggle in the Mississippi Delta After World War*

II (published last year by the University of North Carolina Press). Publicity surrounding the book has provided further opportunities to speak nationally and internationally. In addition, she took students to Tougaloo College (Mississippi) for the third annual Spring Break trip as part of the Brown-Tougaloo partnership and in conjunction with her courses. She serves as a Sheridan Center Faculty Liaison, an Advisory Board member for the Mellon Mays Undergraduate Fellowship Program, as both a First and Second Year Advisor and on the

Graduate Studies Committee for the Southern Association for Women Historians, among other things. Away from campus and her various desks, she is immensely proud of her other full-time passion: her five year-old son, Elijah!



TIM HARRIS completed two books this year:

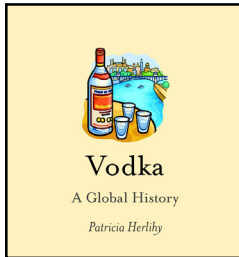
Rebellion: Britain's First Stuart Kings, 1567-1642

(Oxford University Press: press date 4

November 2013;

publication 23 January

2104), and a collection of essays co-edited with Professor Stephen Taylor of Durham University entitled *The Final Crisis of the Stuart Monarchy: The Revolutions of 1688-91 in their British, Atlantic and European Contexts* (Boydell / University of Rochester Press, 20 June 2013). He has also written an essay on ‘Anti-Catholicism and Anti-Popery in Seventeenth-Century England’, to appear in Evan Haefeli, ed., *Anti-Popery in the Anglo-American World* (UPenn Press, forthcoming). His essays on ‘Charles I and Public Opinion on the Eve of the English Civil War’, in Grant Tapsell and Stephen Taylor, eds., *The Nature of the English Revolution* (Boydell Press) and ‘The Restoration in the Three Kingdoms’, in Michael Braddick, ed., *The Oxford Handbook of the English Revolution* (Oxford University Press) will appear in the second half of 2013 (the latter in the first instance online). He will be back in the UK this summer, speaking at conferences in Bangor, Cambridge, Derry, and Durham. His book series ‘Studies in Early Modern Cultural, Political and Social History’ with Boydell Press continues to thrive, with several new titles released this year (including festschriften for John Morrill and Keith Wrightson). He was deeply saddened by the death in February of his graduate student Adam Ringguth, a delightful and extremely talented young man. All who knew Adam will remember him with great fondness. His thoughts remain with Adam’s parents Bill and Deanna and Adam’s brother Chris.



PATRICIA HERLIHY, Professor Emerita and Adjunct Professor at the Watson Institute for International Studies was interviewed in January by New Zealand National Radio about

her book *Vodka: A Global History*. In February she spoke to Watson Undergraduate Fellows about the cultural context of vodka drinking and the marketing of the product. In April she participated in a workshop at New York University, spoke at the Museum of Russian Icons and at The Metropolitan Club of San Francisco about aspects of her work on the history of vodka. In May she will speak at an event in Providence, and in June she will speak at the Beauport Sleeper-McCann House in Gloucester, MA. The Watson Institute made a video of her vodka tour (Pat's Pub Crawl?) in Providence: http://www.watsoninstitute.org/contacts_detail.cfm?id=25. She will be lecturing on a Brown Alumni Traveler's trip to Russia in August. Her son Maurice Herlihy, Professor of Computer Science, at Brown was recently elected to the National Academy of Engineers. He was also awarded the 2013 W. Wallace McDowell Award given by the IEEE Computer Society. Her grandson David, Brown '12 is pursuing a doctorate in chemistry at the University of California at Berkeley. Her granddaughter Anna is a rising senior and a T.A. in the Computer Science Department at Brown.



In July 2012, **EVELYN HU-DEHART** returned to campus from her sabbatical, which she spent in Tsinghua University, Beijing, as the Santander Visiting Scholar, and

at the University of Pennsylvania with the Asian American Studies program. During this AY, she returned to China to deliver a series of lectures on the "Chinese diaspora in

Latin America and the Caribbean" at Minzu (Nationalities) University of Beijing, as well as at National University of Singapore, and at various universities in Taiwan. Forthcoming are a co-edited volume on Latino Politics with NYU Press and a collection of scholarly articles in translation to Chinese by Zhejiang University Press, China. In the Spring, Hu-Dehart taught a graduate seminar on "Diaspora and Transnationalism" with 18 students. In addition to History graduate students, other graduate students come from American Studies, Anthropology, Africana Studies, MCM, Slavic Studies.



Illustration: Fritz Baumgarten, *Die Waldschule*

Since September 2012, **NANCY JACOBS** has read a lot, written a bit, talked some, tried to listen, and seen a few sights. Sensory perception and affect have been powerful. It all came together on a day spent on the slopes of Kilimanjaro with a recent graduate, sitting in the shade, sketching out the outline for a new syllabus.



This past year **CARL KAESTLE** wrote a long essay on the history of educational testing in the U.S. for the Gordon Commission on the Future of Education Assessment (available

on their website). He also wrote a Preface for *The Great Contest: The Founding Fathers, Education and the American Philosophical Society Prize of 1797* (Palgrave-MacMillan, 2013), interesting beyond its narrow topic for its origins as a training program for graduate students collaborating with senior historians of education. With Gordon Wood Kaestle is serving on the steering committee for the 250th Anniversary of Brown. And is plugging away on his book about the federal role in education, currently writing about the Nixon administration and desegregation.



The frontispiece of Kepler's Rudolphine Tables, 1627, the first exhibition arranged as a timeline. From Steven Lubar, "Timelines in Exhibitions," Curator, January 2013

STEVEN LUBAR spent the first semester of the academic year on sabbatical, completing articles on the history of the Brooklyn Naval Lyceum and the history of the use of timelines in museum display, as well as learning new skills in digital humanities. In the second semester he returned to teaching and to his duties as

director of the John Nicholas Brown Center for public Humanities and Cultural Heritage. He was appointed a member of the committee charged with commemorating Brown's 250th anniversary and looks forward to encouraging a wide range of historical activities at Brown over the next two years.

In addition to completing final revisions to her book, *Muslims and Jews in France: History of a Conflict* (which will appear in January 2014 with Princeton University Press), **MAUD MANDEL** hosted an international conference at Brown on Jewish history and imperialism in which she presented a piece entitled, "What's in a Riot? Tunisian Antisemitism, French Police, and International Jewish Politics in Tunis, June 1952." Mandel is currently working with her two co-editors to publish a volume of all the papers presented at the conference. In addition, she was invited to give presentations at the University of Chicago and the University of Michigan, and she presented a paper on French Jewish politics at the annual Association for Jewish Studies conference. In 2012-13, Mandel also became Director of the Program in Judaic Studies at Brown.



TONY MOLHO continued to slowly adjust to his retirement. In the academic year 2012-2013 he served as Chair of the European Research Council's younger researchers' committee on History

and Archaeology, was elected member of the

Academia Europea, and of the Council of the University of Crete, and continued his service on the King's College London External Committee on the Programme of Hellenic Studies. He continued working on his project on exiled European historians, participated in the conference on Exile and Interpretation held in North Carolina and gave a lecture on the subject at the University of Athens. He also completed a longish essay on Hans Baron and Paul Kristeller's experience as exiled historians. In May, he presented a paper on the Renaissance and concepts of modernity in a Mellon Foundation-sponsored conference. In March he published a paper on the memory of the Holocaust in Greece. At the moment of this writing, together with Paris Papamichos Chronakis (of Brown's History Department), he is co editing a special issue of the journal *Jewish History* on the history of Salonika's Jews from the late Middle Ages to the present. Above all, he continues to miss his students and his seminar.



REBECCA NEDOSTUP was thrilled to dive into the Brown community from many approaches. In addition to teaching new graduate and undergraduate courses in modern Chinese history, during the year she spoke

on various topics to Strait Talk delegates, in the BELLS (Brown Education Link Lecture Series) program (with several History colleagues), and to area teachers via the Choices and National Consortium for Teaching about Asia programs. She visited the Chinese University of Hong Kong to participate in an international conference on modern Chinese religion since 1850 and to conduct research. At the universities of Toronto and Chicago and the Asian Studies annual meeting, Rebecca also presented two parts of her work on wartime in China and Taiwan on death ritual and burial and on the long mobilization and states of emergency. She and co-organizer Caroline Reeves are readying an international conference on "The Social Lives of Dead Bodies in Modern China" for June 2013 at Brown, and she will teach a course and invite additional speakers on the subject in the fall.



TARA NUMMEDAL was pleased to return from research leave this year and get back into the classroom. She developed and offered a new first year seminar, “The Philosophers’

Stone: Alchemy from Antiquity to Harry Potter,” in which students explored alchemy’s long, rich, and varied history in Egypt, China, the Middle East, and Europe and learned to evaluate critically arguments and narratives about alchemy’s past. She also took on a new position this year as Director of the Program in Science and Technology Studies, which runs a concentration in Science and Society and facilitates scholarly conversations on campus about the creation and operation of scientific knowledge. Nummedal continues to serve as the President of the New England Renaissance Conference and is a member of the editorial board of the journal *Osiris*, as well as the Council of the History of Science Society. Finally, she continues to work on her book on the alchemist and prophet Anna Zieglerin, *The Lion’s Blood: Alchemy, Gender, and Apocalypse in Reformation Germany*.

In November, Basic Books brought out **JAMES PATTERSON’S** book, *The Eve of Destruction: How 1965 Transformed America*. Patterson is also doing some speaking, in the UK as well as the U.S. on the subject.



Go to the Baths! propaganda poster from 1932

This year **ETHAN POLLOCK** taught a redesigned two-course sequence on the history of Russia and the USSR. He also published an article using statistical methods to analyze public health and cleanliness in late

Imperial Russia. Despite popular and medical claims to the contrary, it turns out that public bathhouses in Russia were just as likely to be

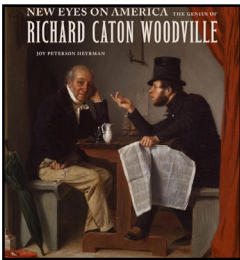
associated with the spread of diseases as with their prevention. Professor Pollock will be on leave all of AY 2013-2014 at the Institute for Advanced Study in Palo Alto, California. There he will continue to contemplate (and hopefully write about) the place of bathing and cleanliness in Russian medicine, culture, and society. With luck, his two toddlers will continue to enjoy their baths as well.



KURT RAAFLAUB, David Herlihy University Professor and Professor of Classics and History emeritus, has had another busy but very interesting year.

Highlights were two trips to China, one (at Nankai University near Beijing) for a conference on the comparative history of East and West, the other for lectures and a colloquium on citizenship (at Zhejiang University near Shanghai). It is fascinating to experience how ancient Greek political thinking (in this case about citizenship, a concept the Chinese people never had a chance to know or realize) proves meaningful to faculty and students of a country with traditions that differ so markedly from the western ones. Another fascinating trip led him to Japan where he and his wife (prof. emerita of Classics Deborah Boedeker) gave lectures at various universities and explored the highlights of another fascinating culture with roots in antiquity as well as the ways Hiroshima is dealing with its horrible experience of 1945, using it to serve as a leader toward world peace (never again!). Raaflaub continues work on two large and a few small research projects, to give lectures in various universities, to participate in conferences, to work with graduate students in ancient history, and to meet with groups of Brown alumni in the US and abroad. A conference volume on the interaction between democracy, society, and culture in ancient Athens has appeared, another on thinking and writing about the past in ancient civilizations is in press. Raaflaub is always reachable by email (Kurt.Raaflaub@Brown.edu).

AMY G. REMENSNYDER enjoyed teaching her classes and continuing her work as the director of Brown's faculty-teaching-in the prisons project (BELLS). She gave the Riggsby Lecture in Mediterranean History at the University of Tennessee and the keynote address at a Medieval Studies conference at Cornell University, as well as presenting her work at a conference in Germany and publishing an article. Due to injuries sustained in an absent-minded-professor accident (tumbling down some stairs in the Rock while reading Hildegard of Bingen), she was on medical leave in the spring, but she is looking forward to returning to the classroom in the fall.



SETH ROCKMAN began the school year with a lecture at the John Carter Brown Library called "The Paper Technologies of Capitalism" ([viewable here](#)) and ended the year with talks at the University of Tennessee and the New School. In between, he spoke at Penn, Michigan, and the Walters Museum of Art in Baltimore, where he contributed a catalog essay to the show on nineteenth-century painter Richard Caton Woodville (see image). Rockman chaired the department's successful search for a new assistant professor in American history and sat on several university committees, including the Faculty Executive Committee, the Provost's Childcare Committee, and the Center for the Study of Slavery and Justice advisory board. Rockman's undergraduate course was mentioned in a *New York Times* article (April 7) on new scholarly attention to the history of capitalism.



ROBERT SELF was blessed with two major developments in 2012-2013. He was pleased to see his book, *All in the Family: The Realignment of American Democracy Since the 1960s*,

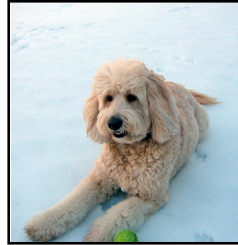
published in September 2012 by Hill and Wang. And he was promoted from Associate to Full Professor. Much of the academic year was devoted to speaking engagements, with trips to Wesleyan, University of Virginia, the Sorbonne, Yale, Loyola (Chicago), Oxford University, and University of Oregon, among others. He completed an essay entitled "The Reagan Devolution: Conservative Critics and the Right's Days of Rage," for an anthology entitled *Recasting Presidential History*, to be published by Cornell University Press. And he began work on a new book, tentatively entitled *The Best Years of Our Lives: Houses, Cars, Children, and American Consumer Economics*, for which he was awarded a Richard B. Salomon Faculty Research Award for the academic year 2013-2014. He continued to serve as Director of Graduate Studies, a charge that came to an end at the close of the 2012-2013 academic year, and he actively served the campus community, with a presentation to the incoming undergraduate class of 2016 during the fall orientation weekend, a panel at the Taubman Center for Public Policy and American Institutions, and a featured lecture during a Day on College Hill in April. He will be on sabbatical in 2013-2014 to work on the new book project.



This was another year of saying “yes” for **NAOKO SHIBUSAWA**, both service and scholarly. She agreed to be on the ASA John Hope Franklin book prize committee; on the SHAFR committee

to select the next editor for *Diplomatic History*; a Randall advisor; a job search committee member; a tenure committee search member; an annual review committee member; the chair of the PPC; and continue to be on the Sheridan Advisory Committee, ACCRIP, and a concentration advisor. She also agreed to co-edit a special issue of *Gender & History* and host the workshop for the special issue at Brown. She agreed to be a part of two different anthologies. She is still waiting for two weeks to go by without receiving a request for a letter of recommendation. Still, she rejoices in the successes of her students again this year: two Coguts, a Pembroke research award; a Mellon Mays, three postdocs (ACLS completion, AAUW, Brandeis); a Peter Green Fellowship, a Watson Graduate Fellowship; acceptances into Ph.D. programs at Stanford, Yale, Columbia, Chicago, and Oxford; acceptance into the Columbia Journalism School; and acceptances into law schools at Stanford, Columbia, and Berkeley.

KERRY SMITH continues work on his current book project, tentatively titled *The Great Kantō Earthquake and the Science of Disaster*. He spoke on his research at invited talks at Wesleyan University and the University of Berne, the latter as part of a conference on climate change and the production of knowledge in the earth sciences. Smith concludes his second (and last) term as Chair of East Asian Studies at the end of June. He has been awarded a 2013-2014 Faculty Fellowship at the Cogut Center for the Humanities and will be on sabbatical next spring. Smith introduced a course on the history of Japan’s modern disasters last semester and is looking forward to team-teaching a new lecture course—Modern East Asia—this coming fall with Rebecca Nedostup.



LUTHER SPOEHR

continues to teach his courses on the history of American higher education (including the History of Intercollegiate Athletics, taught with Howard Chudacoff) and

the history of American school reform. He also continues his research on the origins of Brown’s New Curriculum.



MICHAEL STEINBERG

spent the early months of 2013 in Berlin, Germany, developing collaborative programs in the Arts and Humanities for Brown and in partnership with several Berlin institutions,

including the European College of the Liberal Arts and the Barenboim Said Academy. He also completed his four-year assignment as a dramaturg on the bicentennial production of Richard Wagner’s *Ring of the Nibelung*: a joint production between the Berlin State Opera and the Teatro alla Scala, Milan. He is currently developing his program essays, published annually between 2010 and 2013 in German and Italian, into a book on Wagner, history, and politics.



TRACY STEFFES, Assistant Professor of Education and History, has spent the last year conducting research for her new book project, *Shifting Fortunes: City Schools and Suburban Schools*

in Metropolitan Chicago, 1945-2000. She also designed two new courses, an undergraduate seminar on the history of urban schooling and a graduate course in American political history.

ADAM TELLER has spent the 2012/13 academic year as the Senior NEH Scholar at the Center for Jewish History in Manhattan. He has been using the Center's resources (in particular, the YIVO archive) to complete the research for his new project, which deals with the social, economic, psychological, and religious aspects of the refugee crisis which hit the Jewish world in the mid-seventeenth century. Two new articles by him have been published this year, one dealing with the history of the rabbinate in eighteenth century Eastern Europe in *Jewish Social Studies*, and the other dealing with the historiography of Polish Jewish relations in *Studia Judaica*, issued in Krakow, Poland. He has presented his work in a number of different fora, giving, among others, one paper entitled, "Wanda and the Jewish Maidens: Cultural Contacts between Jews and Poles in the Seventeenth Century" at New York University, and another entitled, "Print, Power, and Prestige: The Polish-Lithuanian Rabbinate and the Book in the Sixteenth and Seventeenth Centuries," at Yeshiva University. For a student write-up of this last, see: <http://blogs.yu.edu/revel/2013/03/11/leading-scholar-of-polish-and-lithuanian-jewry-speaks-at-revel/>. Perhaps the most exciting development for him this year has been the establishment of the Scholars Working Group in Jewish Economic History at the CJH, of which he is one of the three co-conveners. Economic history is making something of a resurgence, and he is delighted to be able to help it become integrated into Jewish historical research, too.

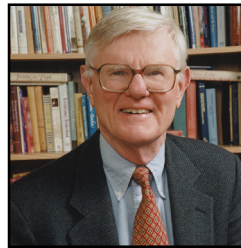


The release of the film "Lincoln," combined with the sesquicentennial of the Emancipation Proclamation, made the past year a busy one for **MICHAEL VORENBERG**.

He spoke on the film and the Proclamation at various venues, including major conferences at the University of Michigan and Boston College. His 2001 book on the Thirteenth Amendment, the measure at the center of "Lincoln," received renewed

attention because of the film. An editor at the *New Republic* even called it "The book from 2001 we should have been reading in 2012" in his list of Best Books of 2012. Having published some essays related to his work-in-progress on the impact of the Civil War on American citizenship, he is diverting his efforts during the coming year to publishing a short book on the end of the American Civil War.

A kind invitation from members of the class of '63 who were **LEA WILLIAMS** students long ago have invited him to join them in their 50th reunion festivities. He has accepted with gratitude and even plans to march down the hill with them. (Going back up will be a different story perhaps).



GORDON WOOD led several seminars for school teachers and presented a dozen or so lectures throughout the country and in China and Portugal. He is a member of Brown's

250th Anniversary Committee, a member of the Scholarly Council of the Kluge Center of the Library of Congress, a member of the Board of the new American Revolution Center in Philadelphia, served on the editorial boards of several Founding Fathers projects, and chaired the Faculty Liaison Committee of the John Carter Brown Library. He is completing the final two volumes of the Writings of John Adams for the Library of America.



Visiting/Affiliated Faculty

SHIVA BALAGHI

*The PARSA Community Foundation and
Laya Khadjavi '84 Visiting Assistant
Professor of History and History of Art
and Architecture*

PALMIRA BRUMMETT

Visiting Professor of History

PARIS PAPAMICHOS CHRONAKIS

Visiting Assistant Professor of History

NICOLE EATON

Visiting Assistant Professor of History

JANE LANCASTER

Adjunct Assistant Professor of History

THOMAS JUNDT

Visiting Assistant Professor of History

STEPHEN LASSONDE

Adjunct Assistant Professor of History

ELIZABETH MELOY

Visiting Assistant Professor of History

REBECCA MORE

Visiting Scholar

JEREMY MUMFORD

Visiting Assistant Professor of History

RICHARD PARKS

*Andrew W. Mellon Foundation
Postdoctoral Fellow in History*

STROTHER ROBERTS

ACLS Postdoctoral Fellow in History

LIDIA SANTARELLI

Visiting Assistant Professor of History

LAURI TAHTINEN

*Postdoctoral Research Associate in the
Political Theory Project*

VICTOR SEOW

Visiting Lecturer in History

EDWARD WIDMER

Adjunct Professor of History

Thank You to all the Visiting/Affiliated Faculty!



The 33rd William F. Church Memorial Lecture

JONATHAN ISRAEL

*Professor of modern History Institute
for Advanced Study, Princeton*

Spoke on

**“Democratic Republicanism and the Making
of the French Revolution (1770–1972)**

on

Wednesday, November 14, 2012






Undergraduate Program

THE OTHER DAY a freshman came to consult with me about declaring a history concentration. The pre-med track, she said, was unendurable, and she wanted to pursue her consuming interest in all things medieval. As Director of Undergraduate Studies, I often catch glimpses like this into student self-discovery. Each year, I ask potential thesis writers to produce a brief “intellectual autobiography,” asking how they came to see themselves as historians. The varied responses are fascinating. For some this seems a natural or inevitable choice, rooted in their childhood and their previous schooling. Others present a “conversion” narrative: a single course, or an encounter with a specific professor, led to their epiphany. Still others describe a more extended and sometimes difficult process. One student provided a moving account of how, much to her surprise, her priorities shifted from athletics to academics, until she finally left the crew team and decided to focus on her honors thesis. Our concentrators are not just calculating careerists; they recognize that History offers the chance to chart out diverse pathways of intellectual growth. This may involve reflecting on the university’s past: this year, Jonathan Bateman’s thesis examined how Brown celebrated its anniversaries in 1864, 1914, and 1964, while Catharine Savage studied the founding of the Women’s Studies program here. It may mean returning home, delving into one’s national history: Eunseo Jo explored South Korea’s participation in the Vietnam War. Or it may entail stretching one’s mind to encompass distant times and places: Patrick Meehan investigated how medieval knights understood nature and their own bodies; Gabrielle Zerbib analyzed political cartoons in twentieth-century China.

As always, it is a pleasure to watch these projects develop – the twists and turns, the false starts and the unexpected triumphs that finally result in such stimulating and original work. But while an honors thesis, a senior research seminar, and the degree itself represent a kind of culmination, we all know that the students’ journey is just beginning. Like the counterparts from earlier classes, they will move on into law, business, education, journalism, public service, or other perhaps more exotic pursuits (I once had a student who ended up working with whales in Hawaii). We hope that what they learned at Brown continues to inform their choices and endeavors. However, it is all too easy to lose touch, to sever the link between past and present – something historians should avoid! One way we attempt to combat this is by holding a “Brown Degree Days” session every fall. A select number of alumni meet with current undergraduates to discuss the value of a History degree and their lives after Brown. I’d like to invite former students reading this newsletter – particularly those who graduated in the last ten years – to consider participating in our next event. If you are interested, please email Jon Ebinger (jonathane@starpower.net) and me (Robert.Cope@brown.edu). Alternately, I’d be happy to hear directly about your post-graduate experiences. Perhaps we could build up an “archive of alumni wisdom” to share with incoming classes as they rise to meet the challenge of history.

– Douglas Cope



“Our concentrators are not just calculating careerists; they recognize that History offers the chance to chart out diverse pathways of intellectual growth.”



Honors Recipients

JONATHAN D. BATEMAN

Three Anniversaries and a University: The Meaning of Brown's Celebrations in 1864, 1914, and 1964

Advisor: Luther Spoehr

BENJAMIN E. COHEN

Republicanism, Anti-Sectarianism and the Restoration, 1659-1660

Advisor: Timothy Harris

EMILY L. HURT

Bishops, Martyrs, and Circumcellions: The Church in Conflict in Fourth-century North Africa

Advisor: Jonathan Conant

EUN SEO JO

Korea's Other War: The Vietnam Conflict and the Making of Modern South Korea

Advisor: Naoko Shibusawa

ALEXANDRA R. LINN

The American Rejection of the BCG Vaccine for Tuberculosis: A Story of Nationalism, Radiation, and the Rise of American Scientific Culture, 1900-1960

Advisor: Joan Richards

FIONA McBRIDE

Spanish Communists and the Crucible of Soviet Exile

Advisors: Ethan Pollock and Amy Remensnyder

DOUGLAS K. McDONALD

Anti-Totalitarian Thought: Positivism, Ideology, and the Legacies of Enlightenment in Adorno, Arendt, and Trilling

Advisor: Paul Armstrong

PATRICK N. MEEHAN

I am like the swan, that sings when it is dying: Physicality, Spatiality, and Transformative Violence in German Knightly Identity, c. 1200-1500

Advisor: Amy Remensnyder

TARA K. PRENDERGAST

Hózhó and the Politics of Place: Navajo Perspectives on the Navajo-Hopi Land Dispute

Advisor: Jeremy Mumford

COSIMA O. RAMIREZ RUIZ DE LA PRADA

The Impossible Monarchy: A Utopia of the 1812 Cadiz Constitution

Advisor: Jeremy Mumford

SAMANTHA F. SANDERS

The Introduction of the Pill and the Decline of Parietal Rules on College Campuses: A Study of the University of Rhode Island, Wheaton College, and Brown University

Advisor: Joan Richards

CATHERINE F. SAVAGE

The Political is Academic: Women's Studies at Brown University

Advisor: Naoko Shibusawa

LOUIS E. SOLMONSON

Rhody's Tycoon: William Sprague IV and the American Political Economy, 1856-1875

Advisor: Naoko Shibusawa

GABRIELLE E. ZERBIB

Parody in Chinese Society: A Comparison of Republican-Era Political Cartoons and Contemporary E'Gao

Advisor: Rebecca Nedostup



Award Recipients

THE SAMUEL C. LAMPORT PRIZE IN INTERNATIONAL UNDERSTANDING

best paper on international understanding, with emphasis on cooperation and tolerance.

EUN SEO JO

Korea's Other War: The Vietnam Conflict and the Making of Modern South Korea

Advisor: Naoko Shibusawa

THE GASPEE CHAPTER DAUGHTERS OF THE AMERICAN REVOLUTION AWARD

for best paper written as a class assignment in an American history course

KATHERINE C. BLESSING

In the News: The Nation of Islam and the Black Christian Community

GABRIELLE K. TOMSON AND SHARINA GORDON

Wal-Mart: Destined to Exploit

MARJORIE HARRIS WEISS MEMORIAL PREMIUM IN HISTORY

as the outstanding undergraduate woman student majoring in History.

HILARY R. LYND

PELL MEDAL AWARD

for excellence in United States history

JOSEPH B. ELKINTON

THE CHRISTIAN YEGEN THESIS PRIZE

for an outstanding thesis.

EMILY HURT

Bishops, Martyrs, and Circumcellions: The Church in conflict in Fourth-century North Africa

Advisor: Jonathan Conant

FIONA MCBRIDE

Spanish Communists and the Crucible of Soviet Exile

Advisors: Ethan Pollock and Amy Remensnyder

CATHARINE F. SAVAGE

The Political is Academic: Women's Studies at Brown University

Advisor: Naoko Shibusawa

GABRIELLE E. ZERBIB

Parody in Chinese Society: A Comparison of Republican –Era Political Cartoons and Contemporary E'Gao

Advisor: Rebecca Nedostup

THE JOHN L. THOMAS MEMORIAL AWARD

for best thesis in the History Department.

PATRICK MEEHAN

I am like the swan, that sings when it is dying:

Physicality, Spatiality, and Transformative Violence in German Knightly Identity, c. 1200-1500

Advisor: Amy Remensnyder

THE DAVID HERLIHY PRIZE

for best student in Medieval or Renaissance, or Ancient History.

PATRICK MEEHAN



Graduate Program

ON THIS OCCASION THREE YEARS AGO, I wrote about embarking on a host of transitions in the History Graduate Program. As I took the reins from Joan Richards, we were about to implement a revised Ph.D. program, and a new Dean of the Graduate School, Peter Weber, had just moved into the offices on George Street. As I reflect on my three years as Director of Graduate Studies, my sense is that the History department has managed those transitions quite well. For that, I owe a great debt first and foremost to all my colleagues in the department, to the various members of the graduate committee over the last three years, to the staff of the History department, and to Dean Weber and his staff. Let me briefly describe some highlights of those transitions.

The revised Ph.D. program has been in place for three years. Its centerpiece has been the year-long research project that students undertake between the spring of their first year and the fall of their second. This new approach, in which students undertake extensive archival research in their first summer and spend the fall semester in a writing workshop, more closely mirrors the kind of work required of a dissertation. It enjoys the advantage of allowing students sufficient time to write an article-quality paper prior to taking their exams, rather than hurriedly producing a paper in a single semester, often without being able to visit archives.

The longer time frame and department financial support for travel to archives has begun to bear fruit, and I'm delighted with the results. We've already seen two of the workshop papers published in high quality journals, and a third received a positive "revise and resubmit" from one of the top journals in American history. Our expectation is certainly not that every paper produced in the writing workshop will be published. Even those that are filed away never to be seen again – as so many first papers in graduate school are – performed an instrumental role in ushering their authors into the art and methods of the profession in a meaningful, realistic way. Structuring the department's writing requirement along these lines has the added advantage of allowing advanced students to produce a publishable essay that will help stake their place in the profession at an early stage.

In addition to implanting the year-long research paper and other aspects of the new Ph.D. program, I worked with Cherrie and the graduate committee to regularize the dispersal of the department's limited but meaningful sources of travel support. There are now two annual calls for proposals. The first is in the fall and is open to all students in years 2-5 to fund research and conference trips. Just this year, the graduate school began matching these internal awards, enhancing its existing policy of matching external ones. This has been a real boon to our students. A second call open to first-year students comes in the spring, when they are developing their summer research prospectuses. This process ensures the fairest and widest distribution of the department's resources and marks the department's commitment to helping all our students to launch their research.

At the Graduate School, Dean Weber has raised the Ph.D. stipend, expanded the number of grants, and their size, available to Ph.D. students, regularized the process of applying for sixth-year funding, and provided the individual departments with greater flexibility in making graduate appointments and in constructing Ph.D. cohorts. The DGSs at Brown continue to make clear to Dean Weber that Brown can do more for its graduate programs, given the university's larger ambitions. But he has placed the graduate school and its students on an increasingly sturdy foundation.


Finally, this has been a banner year for our Ph.D. students winning external funding for their research. Five of our Ph.D. students will be entirely supported by external grants next year – the largest number since I have been DGS – and more than a dozen students successfully garnered smaller travel and research grants from a wide variety of granting institutions, including the University of Illinois Foundation, Wellesley College, Council for European Studies, the Dirksen Congressional Research Award, and the St. Botolph Club Foundation, among many others. This is in addition to internal Brown awards through the Pembroke Center, the Cogut Center, and the graduate school's new Joukowsky Summer Fellowships. Our students overall have continued to do outstanding and inspiring work as scholars.

More than ever, academic careers in the humanities are challenging. The regular cycles of angst about the job market and the fate of History in university curricula have only intensified since 2008. But so, too, are we daily made aware of how necessary a part of global life is first-class instruction in contextual, analytical, and synthetic thinking, precisely the kind of education provided by scholars in the humanities. As the department sustains its ambition to be one of the very best places in the United States to do doctoral work in History, I am inspired by our students—by their creativity, their optimism, their deep engagement with ideas, and their continuing commitment to the best research and teaching practices.

They have set enormously high standards. It is the changing American university that now needs to live up to their example. As we daily confront the tsunamis of hyperbole about MOOCs, essay grading software, and other innovations that promise to transform at least some aspects of what historians do professionally, I remain convinced that it is not the outlook of a Luddite to believe that careful, engaged classroom instruction, with provocative and experienced teachers, remains the best delivery system for high-quality learning in History. The ultimate goal of our efforts remains helping our students to become exceptional and enthusiastic historians who can impart their knowledge, understanding, and love of history to their readers and students.

As I depart this position after three years, I place it in the exceptionally capable hands of Tara Nummedal. Under her leadership new vistas will come into view, and, I am confident, the department will seize new opportunities to improve its programs and place its students.

– Robert O. Self



“This new approach, in which students undertake extensive archival research in their first summer and spend the fall semester in a writing workshop, more closely mirrors the kind of work required of a dissertation.”



Doctor of Philosophy, 2012-2013

STEPHEN CHAMBERS

*The American State of Cuba: The Business of Cuba
and U.S. Foreign Policy, 1797-1825*

Director: Seth Rockman

SONJA GLAAB

Covering Crime: Political Violence and the Press in Imperial Germany

Director: Omer Bartov

CHRISTOPHER LAMBERTI

Riot Zone: Chicago 1919

Director: Elliott Gorn

DANIEL S. LOSS

The Afterlife of Christian England, 1944 to the present

Director: Deborah Cohen

AMY B. MARSHALL

Creating Mass Culture in Interwar Japan

Director: Kerry Smith

JULIA TIMPE

*Hitler's Happy People: Kraft durch Freude's Everyday
Production of Joy in the Third Reich*

Director: Omer Bartov



Master of Arts, 2012–2013

AMIRI AYANNA

STEPHEN F. BARKER

MICAH J. DUHAIME

ANNE GRAY FISCHER

BENJAMIN GUY

KATHARINE C. HESSION

MARY C. HYDE

CHRISTINA L. JOHNSON

AMY K. KERNER

RACHEL KNECHT

ALICIA C. MAGGARD

JAMES H. MAYO

ABHILASH MEDHI

NIVEDITA NATH

ANDRE R. PAGLIARINI

JUDITH SMITH

FRANCES TANZER

AYSE E. TOPALOGLU

Keeping Up

With DUG Activities...

Re-founded in 2011, the History DUG (or simply, HUG) has been actively integrating undergraduate study of history into the department as well as the greater Brown community. Our group is best known for hosting film screenings, which invite professors to speak about the historical inaccuracies of each film. Since last year, the film series has covered a wide geographic and thematic range – from the Roman Empire and WWII Japan to American civil rights and Jamaica's James Bond. In addition to promoting history learning to Brown students, the HUG encourages faculty-student interaction outside classrooms. Our mixers provide casual forums for students to discuss research interests or course advising with faculty. The student executive committee consists of a small group of students and is affectionately called the "Bolsheviks" for our small but effective teamwork. On behalf of the Bolsheviks, we thank our faculty advisor, Professor Cope, and the History Department for their enthusiasm and invaluable support.

– Eun Seo Jo



Student-Faculty Mixer
History Department

15 Toppings, 5 Flavors
Feb. 5th, Tuesday, 4pm
Peter Green House, Pavilion Room

With A Graduate Student's View...

Pursuing a doctorate in history requires one to be an apprentice to a master. After enjoying a career teaching mathematics, I decided to indulge my love for history by becoming a history professor, and while many years of experience gave me insight into pedagogy, I needed an historian's tools. Much like any novice, I have had to trust my mentors to guide me through this process. Not surprisingly, no one can ever learn enough about humility, and I have discovered more about teaching than I thought I knew. Additionally, my professors expect me to go beyond reading books, understanding context, and regurgitating historiography. They want me to become a scholar, one who writes, synthesizes, and asks questions that prompt further conversation, more writing, more synthesizing. Apprenticeships involve hard work, and through all their listening, reading, and prodding, my mentors have also invested effort in my development.

Most people realize that teaching takes time and patience. It also implies connection. No on-line course or computerized grading program can ever reproduce the essential experience gained from a conversation between an apprentice and a master who speaks passionately and knowledgeably about a subject and who cares to establish a relationship with another person. E. M. Forster suggests, "Only connect." Providing assurance to an insecure graduate student means connecting over and over again. While at Brown, I have benefitted from the mentorship of several professors, especially Tara Nummedal, Harold Cook, Amy Remensnyder, and Robert Self, who understand the value of connection. Along with sharing their superb scholarship, each of them listens intently, and their eagerness to engage with students makes them not only excellent teachers but also exemplary role models. To teach history is to encourage sensitivity to context and an empathetic perspective – attributes my advisors promote. Moreover, they are masters because they have acquired the wisdom to know that only a genuine interest in hearing what students have to say will help a willing novice find her own voice as a scholar.

And then there is the writing. From my mathematical experience, I can see an analogy between an elegant mathematical proof and an historical argument, but writing engaging history requires folding an argument into a narrative framework while asking questions of sources that other historians have not pursued. At Brown, I have especially sought advice on crafting essays and found the instruction I needed from two professors. Professor Self helped me broaden my perspective from the micro to the macro in constructing arguments. His probing questions about the big picture have critically affected my progress toward communicating effectively. At the same time, Professor Remensnyder has urged me to refine my thinking and convey my ideas concisely. Pairing high standards with supportive encouragement, she has elicited my best compositions and also given me the confidence to define myself as a writer.

Faced with researching and writing my dissertation, I understand that I am still learning, and as any apprentice must, I need to apply newfound skills to this next challenge. Yet, during the transition from student to candidate, I want to take the opportunity to pause and appreciate the investment my mentors have made as they continue to guide me along my own path.

-Wanda S. Henry, Candidate for Ph.D. in History, Brown University

With A Visiting Scholar...



The past three years, since my retirement as director of the Sheridan Center, have been productive and rewarding, thanks in large measure to my continued association with the History department - an association begun in 1970. For the past three years I have had the pleasure of helping senior Honors students prepare presentations of their theses to the department. Working with these able young scholars as they consider how to present their research to a diverse audience gives one confidence in the next generation of historians - and appreciation for the fine work departmental faculty are doing in mentoring them through the scholarly process. In addition, I have been able to work on several research projects, participate in conferences including NECBS, NACBS and Sixteenth-Century Studies, and to continue to lecture and teach. My research includes an ongoing study of public service in early modern England and small studies of settlement patterns and family politics in late colonial New England. I have been closely involved with the development of the newly opened Museum of the White Mountains at Plymouth State University and will teach for the White Mountain Institute in July 2013.

-Rebecca W. S. More

And Adjunct Assistant Professor...



The last full institutional history of Brown was written by English professor Walter C. Bronson, and published in 1914. The lavishly illustrated book *A Tale of Two Centuries* appeared in 1985, and Martha Mitchell's comprehensive *Encyclopedia Brunoniana* was published in 1993 and is now online. *Brown University: A Short History* was published in 1992, and updated in 2000, just as President Ruth Simmons took office. In 2006 Brown's Steering Committee on Slavery and Justice published its Report, recommending that the University commission a new history to replace this "short" text, which, as they pointed

out "makes virtually no reference to slavery or the slave trade, or to the role that they played in Brown's early history." In 2009 David Kertzer, then Provost, approached me and asked me to submit a proposal for a new history of Brown. I did so, it was accepted, and I began work early in 2010. I have interviewed more than sixty people, faculty, students, and alumni; most of the interviews are transcribed, and many of them are lodged in the University Archives. I have read student letters and diaries, presidential papers, faculty meeting minutes, Corporation records, and student newspapers, female and male. I have read biographies of illustrious alumni, reminiscences by less illustrious ones, scholarly works on higher education, and novels on student life. I have talked on campus to diversity committees, a library committee, alumni groups, the Carberry Society and several student groups. I have attended conferences including one where I spoke on the impact of Francis Wayland's 1848-49 European tour on his educational thinking. I have had some wonderful student helpers, some who produced invaluable research papers in the classes I've taught on the history of Brown, others I've hired for particular projects. Staff in the John Hay library have been outstandingly helpful. My (recently acquired) filing cabinet has four drawers full of papers; twenty-seven chapters are drafted, with perhaps three more to write. I am planning to have a good draft finished by the end of the year, and that the book itself will be published in 2015 (by a press yet to be decided) before the end of Brown's 250th celebrations

-Jane Lancaster

With History Colleagues in Administration...

Being a historian has been indispensable to my efforts to build a community of Brown scholars who work on the Middle East and to construct bridges between the Watson Institute and professors in the humanities, most of whom work on pre-modern periods. An appreciation of temporality, context, and causality is useful to a wide variety of specialists, and that helps bring people together. As one of the earliest modern professional academic disciplines, history belongs to both the humanities and to the social sciences and is foundational to the interdisciplinary experience.

– *Beshara Doumani*

As director of the Program in Judaic Studies, I have drawn on my training as an historian and my active participation in the history department to think more coherently about programming in Judaic Studies. Indeed, discussions in one department often inform my thinking in the other. For example, discussions about teaching, enrollments, and course design in the history department this year had a direct impact on my efforts to re-think the undergraduate concentration in Judaic Studies. In addition, conversations about standards and criteria for promotion in history influenced the ideas I brought to similar revisions in the Program in Judaic Studies. In short, serving in two units has broadened my perspectives in both.

– *Maud Mandel*

Scholars in Science and Technology Studies are fundamentally interested in the construction and operation of science, technology, and medicine. Many STS scholars take contemporary science as their subject. As a historian, however, I am fundamentally interested in using the past to denaturalize the present. Rather than seeing science as a process of “discovery” of the truths of nature, in other words, a historical perspective helps demonstrate how social, cultural, economic,

or religious factors produced particular ideas, practices, and institutions. Exploring this process in the past, rather than the present, sometimes makes it easier to see, because we have less at stake. On the other hand, the past can also be more challenging, because it requires us to take seriously ideas (such as alchemical transmutation) that we dismiss today. That shift in perspective can be productive too, however, at its best encouraging scientists to see their own practices with a critical distance.

– *Tara Nummedal*

I’m finishing up my second, and final, three-year term as Chair of the Department of East Asian Studies. Although EAS is a very different department than History, in terms of its size, its curricular role at Brown and in the makeup of its faculty, I found History’s approaches to decision-making, mentoring, and collegiality to be quite useful when it came time to address what were sometimes difficult issues and decisions. A not unrelated observation is that after many years in both departments, the professionalism and commitment of the administrative staff continues to impress me. I’m amazed they put up with the faculty, frankly, but am deeply grateful for all their help.

– *Kerry Smith*

In January 2013 the Cogut Center for the Humanities (Michael Steinberg, Director) was honored to host the West Eastern Divan Orchestra for a week-long residency at Brown. A partnership with our Center for Middle East Studies enabled two campus-wide conversations on the interfaces of the arts and human rights in the contemporary Middle East. Strong student, faculty, and community participation produced a unique collaboration between the concerns of History and the humanities in general.

– *Michael Steinberg*