

# HISTORY

MATTERS

Brown University Department of History  
Volume 33 / Spring 2019



BROWN



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The American Museum of Natural History's Dinosaur Hall, with the complete Brontosaurus in the foreground.

# History Matters

Brown University Department of History / Volume 33 / Spring 2019

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# A Word from the Chair

As we close the book on another academic year, 2018-2019 will be remembered as a transitional moment in the life of the History Department. Not necessarily in intellectual or academic terms, but in the physical space we call home. As the newsletter goes to press, Sharpe House is undergoing extensive renovation, and the two buildings that History has long occupied will be stitched together into a single unit (see “Sharpe House Relocation and Renovation,” page 12). With new office space, two new classrooms, an elevator, three different connecting hallways between the two buildings, and a new graduate student floor, the project unites the faculty, students, and staff in a single building for the first time in decades and gives us a strong material foundation for the future. You’re all invited to tour the new building in 2020!

In each newsletter I like to shine a light on a different aspect of our annual activities. This year, I want to recognize the growing strength of the department’s standing workshops. Workshops create fertile places outside the classroom where faculty and graduate students, alongside scholars from outside Brown, discuss and debate history within distinct thematic frames. At present, the department boasts three such standing workshops, which each meet from four to six times a year: the 19th-Century U.S. History Workshop (organized by Seth Rockman), the Legal History Workshop (organized by Faiz Ahmed, Rebecca Nedostup, Emily Owens, and Michael Vorenberg), and the Gender History Workshop (organized by Emily Owens). In unique ways, each has helped ensure the continued vibrancy of the intellectual life of the department.

Additionally, the department boasts a number of other seminars and workshops that meet at various times during the year: the East Asian Histories Working Group (organized by Rebecca Nedostup), Modern European Seminar (organized by Mary Gluck), Russian History Workshop (organized by Ethan Pollock and Bathsheba Demuth), and the Brown Early American Graduate Seminar (organized by Lin Fisher). Beyond the department’s own programming, History faculty play instrumental roles in a number of other seminars on campus, especially the Medieval and Early Modern History Seminar and the seminar on Cultures and Religions of the Ancient Mediterranean.

The danger of setting out such lists is that I’ll inadvertently leave out a seminar or workshop. I’m certain I have, and I can only hope my colleagues forgive me. My purpose in shining a light on this particular cluster of department activity is to recognize that intellectual collaboration remains a hallmark of the department and a strength of its presence on campus.

The department’s graduate students exhibit a similar spirit of collaboration. For the eleventh year running, the History Graduate Student Association organized an annual conference that features PhD research from Brown and other universities. This year’s conference, “Atlantic Trajectories: Trends and Movements in Atlantic World Studies,” grew out of the department’s growing cluster of research in historical studies of the shared Atlantic World of Europe, Africa, and the Americas, from the sixteenth century to the present.

In the fall the department will welcome a few faculty person, Benjamin Hein, who adds to this strength. Hein has just completed his PhD at Stanford University, with a dissertation entitled “Emigration and the Industrial Revolution in German Europe, 1820-1900.” He considers German industrialization from a unique perspective, that of the trans-Atlantic migration of people out of central Europe to the United States in the nineteenth century. By placing migration and the Atlantic context at the center of his work, Hein opens critical new vistas on how Germany became the major industrial power in Europe. We look forward to his joining the department in the fall.

As I bring these reflections to a close let me extend the department’s warmest congratulations to Jennifer Johnson and Jennifer Lambe, who were promoted to associate professor with tenure this year, and to Tara Nummedal, who was promoted to full professor.

I invite you to peruse and enjoy the faculty summaries and other entries in the following pages. We remain grateful for the department’s extensive network of alumni, both undergraduate and graduate, and for its many friends across the Brown campus and the profession.



*Robert Self*

# Cover Image / Lukas Rieppel

**O**n February 16th, 1905, the American Museum of Natural History in New York hosted an exclusive party to celebrate the opening of its new Dinosaur Hall. Everyone who was anyone seemed to attend, including the mayor, George B. McClellan, as well as the financier J.P. Morgan, who joined representatives of the New York Chamber of Commerce in fêting the museum's new public gallery. But without a doubt, the real star of the show was a large *Brontosaurus* skeleton that museum curators had recently assembled into a freestanding display. This image shows the difficult and laborious work that was required to create such an imposing exhibit.

The first dinosaurs known to science were uncovered in England during the 1820s and 1830s. At that time, however, they were not considered especially noteworthy, certainly not more so than prehistoric mammals such as the Mammoth and the *Megatherium*. But that suddenly changed during the last third of the nineteenth century, when fossils from the American West began to circulate through the scientific community. Paleontologists overwhelmingly agreed that American dinosaurs were far more complete and better preserved than their European cousins, offering a rich snapshot of the alien creatures that roamed through deep time. In addition, American dinosaurs were widely regarded as especially large, fierce, and imposing, and it was not long before they became a popular sensation.

But there was nothing natural or inevitable about the dinosaur's ascent as North America's most iconic denizen of prehistory. For that to happen, these creatures had to be brought to the attention of a much larger audience. They primarily did so in philanthropically funded museums of natural history. Besides the one in New York, the most notable examples included the Field Museum in Chicago and the Carnegie Museum in Pittsburgh. As their names suggest, these institutions were pet projects of the economic elite, a way for wealthy capitalists to demonstrate their public munificence and philanthropic largesse.

Although the U.S. economy boomed at the time, doubling in size about once every fifteen years between 1880 and 1914, American capitalism was in a state of crisis as well. The industrial juggernaut was responsible for unprecedented growth, but it also produced immense inequality. This led to frequent strikes and labor disputes, which could be remarkably

violent and bloody. In response, economic elites became avid philanthropists, founding nonprofit organizations to uplift, edify, and educate working people by exposing them to the highest achievements of modern civilization. These institutions were designed to demonstrate that modern capitalism could be altruistic as well as competitive, that it could produce public goods in addition to profits.



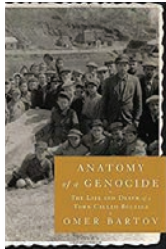
meshed well with bourgeois virtues like personal discipline and moral restraint, which wealthy philanthropists were especially keen to instill among factory workers and immigrant communities. For that reason, it did not suffice to build a museum. Even more critical was to attract a large and socially diverse audience into its exhibition hall.

Dinosaurs quickly emerged as the museum's star specimen because they could reliably draw a crowd. But they were also supposed to stand as a monument to the good taste and high-minded sagacity of their wealthy trustees. Hence, museums could not be seen to be trading in mere spectacle. Perhaps even worse, by assembling the bones of a long-extinct monster no human had seen in the flesh to make a lifelike and imposing display, these institutions made themselves vulnerable to the charge of sacrificing scientific rigor and certainty for mass public appeal. For that reason, images such as these were distributed widely to help advertise all of the hard work and expertise required to assemble a dinosaur. In this way, philanthropic museums sought to produce a vivid and lifelike display that could simultaneously be trusted to offer an authoritative account of life in the deep past. ▢

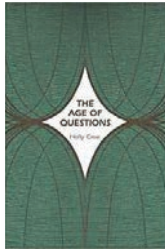
Popular science quickly emerged as an especially attractive philanthropic investment. This reflected the decisive role science played in driving the period's extractive economy. But it was also because science was thought to cultivate personal attributes such as objectivity and disinterestedness that

# Recent Faculty Books

## New Books



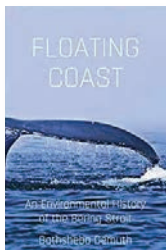
**Omer Bartov**  
*Anatomy of a Genocide: The Life and Death of a Town Called Buczacz*, Simon & Schuster (January, 2018)



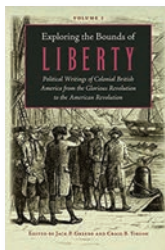
**Holly Case**  
*The Age of Questions Or, A First Attempt at an Aggregate History of the Eastern, Social, Woman, American, Jewish, Polish, Bullion, Tuberculosis, and Many Other Questions over the Nineteenth Century, and Beyond*, Princeton University Press (July, 2018)



**Harold J. Cook**  
*The Young Descartes: Nobility, Rumor, and War*, University of Chicago Press (March, 2018)



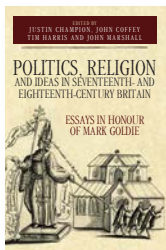
**Bathsbeba Demuth**  
*Floating Coast: An Environmental History of the Bering Strait*, W.W. Norton & Company (August, 2019)



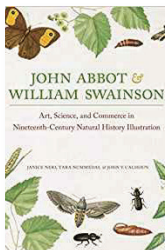
**Jack P. Greene and Craig B. Yirush, eds.**  
*Exploring the Bounds of Liberty: Political Writings of Colonial British America from the Glorious Revolution to the American Revolution*, Liberty Fund; In Three Volumes ed. edition (April, 2018)



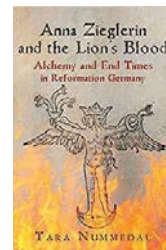
**James N. Green**  
*Exile within Exiles: Herbert Daniel, Gay Brazilian Revolutionary*, Duke University Press (October, 2018)



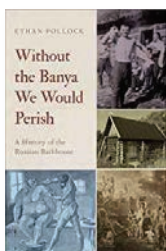
**John Coffey, Justin Champion, Tim Harris, and John Marshall**  
*Politics, Religion and Ideas in Seventeenth and Eighteenth-Century Britain*, Boydell Press (October, 2019)



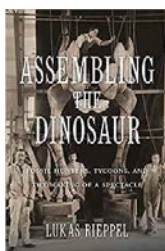
**Tara Nummedal, Janice Neri, and John V. Calhoun**  
*John Abbot and William Swainson: Art, Science, and Commerce in Nineteenth-Century Natural History Illustration*, University of Alabama Press (April, 2019)



**Tara Nummedal**  
*Anna Zieglerin and the Lion's Blood: Alchemy and End Times in Reformation Germany*, Haney Foundation Series (March, 2019)



**Ethan Pollock**  
*Without the Banya We Would Perish: A History of the Russian Bathhouse*, Oxford University Press (September, 2019)

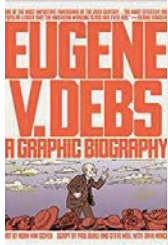


**Lukas Rieppel**  
*Assembling the Dinosaur: Fossil Hunters, Tycoons, and the Making of a Spectacle*, Harvard University Press (June, 2019)

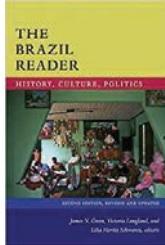


**Michael P. Steinberg**  
*The Trouble with Wagner*, University of Chicago Press (November, 2018)

## Reprints, Paperback Editions, and Translations



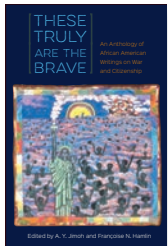
Paul Buhle and Steve Max  
*Eugene V. Debs:  
A Graphic Biography,*  
Verso pbk. (February, 2019)



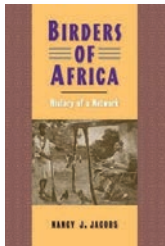
James N. Green,  
Victoria Langland and  
Lilia Moritz Schwarcz, eds.  
*The Brazil Reader:  
History, Culture, Politics,*  
Duke University Press  
Books pbk.  
(January, 2019)



James N. Green  
*Modern Latin America,*  
Oxford University Press pbk.  
(October, 2018)



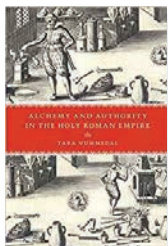
Françoise N. Hamlin and  
A Yemisi Jimoh, eds.  
*These Truly Are the Brave:  
An Anthology of African  
American Writings on War  
and Citizenship,*  
University Press of Florida;  
Reprint edition  
(October, 2018)



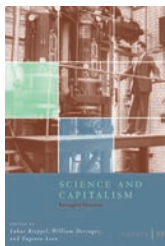
Nancy J. Jacobs  
*Birders of Africa:  
History of a Network,*  
University of Cape Town  
Press pbk. (2019)



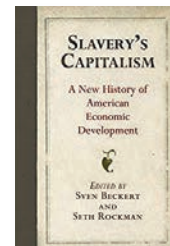
Jennifer L. Lambe and  
Michael J. Bustamante, eds.  
*The Revolution from Within:  
Cuba, 1959-1980,*  
Duke University Press pbk.  
(March, 2019)



Tara Nummedal  
*Alchemy and Authority in  
the Holy Roman Empire,*  
University of Chicago Press  
pbk. (February, 2019)



Lukas Rieppel,  
William Deringer, and  
Eugenia Lean, eds.  
*Science and Capitalism:  
Entangled Histories,*  
University of Chicago Press  
Journals pbk.  
(November, 2018)



Seth Rockman and  
Sven Beckert, eds.  
*Slavery's Capitalism:  
A New History of American  
Economic Development,*  
University of Pennsylvania  
Press; Reprint edition  
(February, 2018)

# Exploration

## History Launches Careers Initiative

By Rebecca Nedostup

Over a little more than a decade, the Brown doctoral program in History underwent many of the deep transformations shared across the profession. A shift to a “five-year-guarantee” model in the Brown Graduate School fostered a smaller program with greater economic stability and faster completion. At the same time, we now train in more fields than ever, albeit in a connected and collaborative way. The remaining challenge became obvious: how to revise our approach to the possible careers of a Brown History PhD, both as an intellectual and a practical enterprise?

In 2017 the Brown History Department began working with the American Historical Association’s Mellon-funded Career Diversity for Historians project. Now in the second phase of our funding, we work with peers, administrators, and public partners such as the National Park Service and the Rhode Island Historical Society to create opportunities where students can engage at different levels of commitment and prior preparation.

Most important, Juan J. Betancourt-García, our Career Diversity Fellow and a third-year specialist in colonial Latin America, has been surveying students to discover where they want assistance, whether in developing the AHA’s identified Career Diversity Five Skills (collaboration, communication, digital literacy, quantitative literacy, and intellectual self-confidence) or in other subjects such as history pedagogy. Alongside our CDF, the department has created a new faculty position, the director of graduate advising (DGA), to concentrate solely on career development.

The inaugural DGA, Jonathan Conant, is leading a series of collaborative workshops and brown bags designed



**The range of careers and occupations pursued by people with history doctorates is wider and more diverse than we often recognize**

to hone skills that have payoff potential for students working inside or outside of higher education: grant writing; inclusive pedagogy; oral history and interviewing; and more. Many of these fall under the rubric of “What History Looks Like,” the main departmental grad student/faculty workshop series launched in fall 2016, which provides a space for the community of Brown historians to share the diversity of practice in all the settings where historical work takes place. Data in the discipline and in our program shows that this is an intellectual as well as professional obligation. The AHA’s “Where Historians Work” database found 31 percent of Brown PhDs graduating between 2004 and 2014 working in government & nonprofits (including public and private K-12 education), higher ed administration, and the private sector. Like their peers on every step of the tenure track, they are Brown historians, doing the work of history wherever it might be found. □



# Choices Program Joins History Department

By Naoko Shibusawa

**T**he Choices Program is a thirty-year old nonprofit organization that develops social studies curricula informed by university-level scholarship for secondary schools, and this fall it officially became part of the Brown History Department.

Founded in 1988 at the Watson Institute for International and Public Affairs, Choices was conceived as part of an initiative to engage the U.S. public in considering contested international policy issues. Under the leadership of founding director Susan Graseck, the Choices Program expanded its focus to create curriculum content on international policy, world history, and U.S. history. Today, Choices curricula is used by more than one million students annually in all 50 states and over 200 international schools and considered a leader in supplementary social studies curriculum.

Choices is beginning a new era with an exciting partnership with the department under the leadership of a rotating faculty director from History. Last summer, Graseck left her position as director of Choices and began

her retirement. “I leave knowing that the work of Choices is in good hands, not only with its dedicated staff and faculty at Brown but with the universities, school district leaders, teachers, civic engagement programs, and foundations across the country with whom we have worked closely for many years.”

Choices will continue its work on critical international policy issues and current events, but the new partnership with History means that it will be able to broaden its geographical diversity and deepen its temporal range. New units under discussion include: a history of race and the Middle Ages, a global history of incarceration, and an examination of slavery in the Americas that focuses on the experiences of enslaved people. Building on the program’s three decades of experience in curriculum development, History faculty expertise on Africa, East Asia, Latin America, the Middle East, South Asia, North America, and Europe will add a significant new dimension to Choices curriculum offerings.

I’m pleased to serve as the inaugural faculty director of Choices and enthusiastic about building on Choices’ strengths and empowering students to use the past more mindfully. The partnership with Choices will help all of us think of ways to study and teach the past in order to imagine a better future. □



**History faculty Françoise Hamlin and Naoko Shibusawa (left) celebrate the launch of the new partnership with the staff of the Choices Program: left to right, Susannah Bechtel, Kathleen Magiera, Mimi Stephens, and Andy Blackadar.**

# Brown Daily Herald

VOLUME CXIV, NUMBER 54

PROVIDENCE, R.I., WEDNESDAY, APRIL 17, 1985

TWENTY CENTS

## Students, University Reach Accord



**A ROCK, AND A DEAL, ARE STRUCK**—Earl Owen '88 (left), Leon Haley '86, Chris DaCosta, and Harold Jordan '85 protest the university's stance on Third World concerns outside of the John Carter Brown library yesterday afternoon.

Photo by KRANZ

## Third World Reps Occupy Library

By KEN GELLMAN,  
JILL ZUCKMAN  
and GREG FELDBERG

After three hours of marches, prayers, songs and a sit-in at the John Carter Brown library yesterday afternoon, Black and Third World students reached an agreement with administrators that ended their plans to spend the night in the library.

The agreement calls for:

- a task force to look into establishing a new Third World Center.
- an explanation of the university's response to the students' original April 5 demands.
- an investigation of Director of Police and Security John Kuprevich's decision to hire plainclothes officers to watch the Third World Center.
- a student/faculty committee to examine Brown security's treatment of minority students.
- and a Blue Ribbon committee of outside experts to evaluate next fall the quality of minority life at Brown.

But the understanding yesterday does not address most of the Third World students' original demands issued on April 5 for more minority faculty, admissions, financial aid, support services and a less Eurocentric curriculum.

Vice president for university relations Robert Reichley said that the administration is sticking to its April 13 response to the students' demands which explained "what the university can and can't do." He also repeated that the university's response is non-negotiable.

### 'We Have Been Heard'

The 50 student protesters, which included two white students, emerged from the library at about 5:40 p.m. with arms raised and fists clenched to a cheering crowd of about 200 students clustered on the southeast corner of the Green.

"People, we have been heard," proclaimed a smiling Harold Jordan '85, spokesperson for the Organization of United African People. "In a

*Continued on Page 3*

Black students occupying the John Carter Brown Library in 1985.

The full version of our article can be found here.  
[bit.ly/TWC\\_Paper](http://bit.ly/TWC_Paper)

# “We were absolutely unified”: Remembering Third World History at Brown University

By Angelica Cotto '19, May Niiya '20, Nicaurys Rodríguez '21

*“Solidarity did not mean subsuming your struggles to help someone else; it was intended to strengthen the political commitments from other groups by getting them to recognize how the different struggles were related to each other and connected under capitalism. It called for greater awareness and understanding, not less.”*

- Keeanga-Yamahatta Taylor

In May 1968, students from the Afro-American Society presented a list of demands to the University. In the 200 years since the University's founding, only 153 Black students had been enrolled. Frustrated and mourning the recent assassination of Dr. Martin Luther King, Jr., the students' demands included: improved financial support for Black students; increased university focus on Black admissions; the hiring of Black staff, counselors, and admissions officers; and a building dedicated to Black students as a social and political space. “Dig it!” they bluntly said in their statement. The University had better get it. No more vague promises of realizing the dream of racial equality. Real action was long overdue.

The University acceded to their demands but was slow to implement the plan—so much so that in 1975, students rose up again in non-violent protest. This time, other students of color joined Black students; it was this second action that immediately led to the establishment of the Third World Transition Program and the founding of the Third World Center (TWC). A decade later, in 1985, activist students felt that Brown's record of admitting and hiring people of color remained unsatisfactory; inspired by the 1975 protest, they occupied the John Carter Brown Library.

In 2014, the TWC was renamed the Brown Center for Students of Color (BCSC). By then, the reason why the Center was called “Third World” was lost to many students, administrators, and faculty. In order to combat this amnesia, our team conducted archival research and oral interviews during summer 2018. Dismayed by divisions among activists

of color, whose cross-racial coalitions have been displaced by insularity, we sought lessons from the history of Third World student activism at Brown. Of course, the emotional toll of this struggle should not be understated. The material impact of racial inequality makes it especially difficult for some students to overcome miscommunications between different racial groups. The unfortunate result has been perpetuating conflicts which impede the demanding pursuit of racial equality. Our goal as researchers was to see how students worked across racial lines to bolster their collective strength, rather than to diminish the value of particular struggles.

In one of our interviews, former Third World Coalition member Emmitt Carlton '83 explained how students of color managed to stand together when he attended Brown. He credited their emphasis on communication before they chose to act on issues. Carlton said that it was absolutely critical that they “figure out stuff amongst ourselves so we wouldn't fight about stuff in public.”

Insights from interviews from alums like Carlton and our archival research reinforced for us that remembering Third World history at Brown is critical. Without this history, we run the risk of falling into the traps of unproductive divisiveness, rather than focusing our energies on the resolution of important issues. Even within and between activist constituencies, conflict will arise based on ideologies, methods, or identity politics. But we cannot forget that we all are working toward the same goal of universal liberation. ▢

# Sharpe House Relocation and Renovation

By Robert Self

For the second time in just over a decade, one of the History Department's main buildings has been moved. This past December, as one can see in this time-lapse video<sup>1</sup>, Sharpe House rolled up the block and settled next to Peter Green House on Brown Street. Built in 1872 as a wood-frame, two-family double house, Sharpe was converted into a dormitory for Pembroke College students in the early 1920s. Before becoming home to History, it housed the Education Department. Just a dozen years ago, in 2007, Peter Green was moved and resettled in its current location at the corner of Brown and Angell. That move facilitated construction of the Walk and the Perry and Marty Granoff Center for the Creative Arts, while the relocation of Sharpe House will facilitate construction of Brown's planned Performing Arts Center.

There is ample reason to be excited about this latest move. Now separated by less than 10 feet, Sharpe House and Peter Green House will be stitched together, unifying the physical spaces of the department for the first time in decades. A connecting hallway of floor-to-ceiling glass will conjoin the two buildings on the ground floor, while overhead a new bridge will connect the second and third floors. Critically, these new features will make both buildings

fully accessible to all members of the Brown community and to visitors. Additional renovations will add an elevator, a new classroom, and a new seminar room. Henceforth, Sharpe House and Peter Green House together will constitute a single unified facility for the department.

Leading the renovation design is the firm KITE Architects, which will endeavor to blend the two nineteenth-century buildings together while remaining in conversation with the planned Performing Arts Center, which will be located just to the east of the two History buildings. Additionally, a new gift by Peter Green will support enhancements to Peter Green House. All told, we expect the result to be a renovated and reenergized facility ready for occupancy by the late fall, just before winter break. Construction is underway, and we encourage those who are interested to check the progress on webcams<sup>2</sup> provided by Brown's Facilities Management. □



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A rendering of the new east side of Sharpe House and its connections to Peter Green House. The buildings will be joined by a garden-level walkway and a bridge at the second and third floors. Courtesy of KITE Architects.

<sup>1</sup> To see the time-lapse video, please visit [bit.ly/SharpeHouse\\_Timelapse](https://bit.ly/SharpeHouse_Timelapse)

<sup>2</sup> To check progress via webcam, please visit [bit.ly/brown\\_webcam](https://bit.ly/brown_webcam)

**Sharpe House and Peter Green House will be stitched together, unifying the physical spaces of the department for the first time in decades.**

## New Digital Project in Chinese History

Supported by a Brown Seed Award and a China Initiative Collaboration Grant, I (Rebecca Nedostup) have been developing Magpie 喜鹊 with co-PI Maura Dykstra of Caltech and technical advisors Ian M. Miller of St. John's University and Paul Vierthaler of Leiden University. Backed by Vierthaler's innovative graph bibliographic database, Magpie will allow users to easily create a DOI (Digital Object Identifier) for any type of source they use in their research, whether or not it exists in the digital realm.

This program will allow individual historians, fieldwork groups, libraries, archives, and other source-collecting institutions to organize their data according to a common standard. These curated lists can then be shared freely and used as a backbone to exchange other kinds of information. The team originally launched the project to solve problems inherent to the field of Chinese history, where many materials are inconsistently digitized or not at all, or are subject to access barriers. Magpie will be widely useful, however, for any researcher facing languishing spreadsheets, reams of photocopies, unruly folders of digital photos, and considerable knowledge left on the cutting room floor of scholarship, all difficult to cite or share consistently in the digital age.

By Rebecca Nedostup

## Documenting Indigenous Slavery in the Americas

Scholars now estimate that between 2.5 and 5 million native people were enslaved in the Americas between 1492 and the late nineteenth century – an astonishing number by any measure, even compared to the approximately 12.5 million Africans who were brought as slaves from Africa in this same time period. This is a long-neglected aspect of North American history in the age of European empires, one historians are now exploring in much greater depth. To begin to tabulate the immensity of indigenous slavery in the Americas and to centralize the research that is being done, the team of researchers I'm leading are documenting as many instances as possible of indigenous enslavement in the Americas between 1492 and 1900.

The hemispheric study of Native American slavery represents cutting-edge research in multi-lingual and multi-national contexts in the Americas. The Database of Indigenous Slavery in the Americas (DISA) will allow researchers to compile names and biographical information from hard to access archives and put them out into the wider online world where thousands of historians, researchers, students, tribal members, and families can use the information to reconstruct histories, chart networks, and make connections in ways that have never before been possible.

The project involves building an accessible website ([indigenousslavery.org](http://indigenousslavery.org)) that explains the project and serves as a public search portal for the database. The core of the website will be the database itself, with an interface that anyone can use to run keyword searches, view entries by region, time, etc. When possible, entries will provide not just the basic biographical details of the individual, but also a full transcription of the source.

We have received a Brown University Seed Grant to help launch the project, and we are now preparing to apply for larger grants, which will allow DISA to become a critical scholarly and public resource on a subject that has remained undocumented and little understood for too long.

By Lin Fisher



Every European power in the Americas enslaved native populations (including the English), perhaps as many as five million over time. (Theodor de Bry, "Franciscus Monteio Lucatanae provinciae praeficitur," 1595. Courtesy of the John Carter Brown Library.)

# Faculty Activities



“Raise your words, not your voice. It is rain that grows flowers, not thunder.” –Rumi. Taking Mevlana’s words to heart, **Faiz Ahmed** spent much of this year designing and teaching new courses traversing usual area studies and hemispheric boundaries (as he grew up on, at least), including *Modern Middle*

*East Roots: 1492 to the Present, and Islam in America: A Global History*. In the fall he was terribly humbled to receive the American Historical Association’s John F. Richards Prize for his first book, *Afghanistan Rising*. In the spring he was a Faculty Fellow at the Cogut Institute for the Humanities where he presented a chapter from his second book project, tentatively titled *Ottoman Americana*. Most significant and fruitful of all, he reveled in Enise filling her shoes as Big Sis to baby Hasan.



**Omer Bartov** spent this year on leave focusing on five main issues. First, he presented his recently published book, *Anatomy of a Genocide: The Life and Death of a Town Called Buczacz*, at scores of venues in the United States, Europe, and Israel, and spent countless hours on providing original documentation

and editorial comments for the book’s Polish and Hebrew translations, soon to be published. He was glad to see the book’s paperback edition in early 2019 and honored to receive the 2018 National Jewish Book Award (in New York City); the Ninth Annual Zócalo Book Award (in Los Angeles), and the annual Ab Imperio Award for 2018 (in Saint Petersburg, Russia). Second, he completed a volume titled *Voices on War and Genocide: Personal Accounts of Violence in 20th-Century Eastern Europe*, a critical translation of three unique, previously unpublished diaries written by a Polish principal, a Ukrainian teacher, and a Jewish electrician, recounting events in the Galician town of Buczacz in World War I and II. Third, Bartov is in the process of editing a volume titled *Israel-Palestine: Lands and Peoples*, which includes some of the best papers presented in the eponymous three-year project he directed at the Watson Institute between 2015-2018. Fourth, Professor Bartov has begun writing a new monograph, “Israel, Palestine: A Personal Political History,” which tells the story of his own generation’s relationship to

the land in which we were born in the immediate aftermath of the Holocaust, the establishment of the state of Israel, and the expulsion of the Palestinians. Last but not least, he is in the throes of putting together the “Providence-Jerusalem Student Exchange Program” that will join together 6 Hebrew University and 6 Brown students in a year-long exploration of Jewish-Palestinian relations on both campuses.



**Cynthia Brokaw**, as chair of the Department of East Asian Studies, has devoted most of this academic year to administration. In her new role, she hopes to be able to create stronger ties between EAS and the History Department. Of course she continues to teach in History: the Historical Crossings course for MA students in the fall, and Urban Culture in Early Modern China in the spring. Although her work as chair of a department has limited her research activities, she has completed for publication a brief overview of color printing and its social meanings in early modern China; a substantial study of paratexts in Chinese woodblock texts; and an essay on concepts of intellectual property in pre-modern China. Her co-authored essay comparing history writing in pre-modern China and India was published in *What India and China Once Were: The Pasts That May Shape the Global Future*, edited by Benjamin Elman and Sheldon Pollock (Columbia University Press, 2018). She continues to work on a manuscript on elite reading practices and the formation of “Sichuan learning” in nineteenth-century Chengdu.



**Palmira Brummett** has mostly been adapting to “retiring” and moving to a red state. In summer 2018 she was an invited seminar leader and lecturer for an NEH institute on the Mediterranean at the Hill Monastic Library, St. John’s University, in Minnesota. Her article: “Censorship in Late Ottoman Istanbul: the Ordinary, The Extraordinary, the Visual,” was published in *Journal of the Ottoman and Turkish Studies Association*, special issue *Yasak/Banned from Sultan Abdülhamid II to President Erdoğan*, 5.2 (Fall, 2018):75-98. Another article should be out any day: “Caravans and Voyages, Story and

Song: Entertaining the Traveler in/to Ottoman Space,” in Kate Fleet and Ebru Boyar, eds., *The Ottomans and Entertainment* (Leiden: Brill, 2019), 43-61.



**Amy Turner Bushnell** will show reviews of Jorge Cañizares-Esguerra, *Entangled Empires: The Anglo-Iberian Atlantic, 1500-1830*, to be published in the *Journal of American History*, 105:4 (June 2019), and Alexandra Dubcovsky, *Informed Power: Communication in the Early American South*, *William and*

*Mary Quarterly* 3d ser., 76:1 (January 2019), 160-164; one chapter, “Living at Liberty: The Ungovernable Yamasees of Spanish Florida,” in Denise I. Bossy, ed., *The Yamasee Indians from Florida to South Carolina* (Lincoln: University of Nebraska Press, 2018) 27-53, an invited lecture: “On This Kind of Land: Cattle Country Patterns in Early Florida and the Americas,” Mission San Luis Archaeological Museum, Tallahassee, FL; and two papers, “The Warrior Nations: Peoples ‘Outside of Empire’ as a Barrier to the Colonial and Republican Americas,” Monticello conference on “Anti-Colonial Independence Revolts in the Americas,” Santiago de Chile; and “The Refugee Pueblo: Asylum and the Law of Towns in and beyond the Provinces of Florida,” Instituto de Ciências Sociais-Universidade de Lisboa, conference on “Petitions in the Age of Atlantic Revolutions (c. 1760-c. 1840),” Lisbon. Otherwise, she has been continuing to work on an updated scholarly edition of Jonathan Dickinson’s *Journal, God’s Protecting Providence* (Philadelphia, 1699), a shipwreck and captivity narrative well known to Early Americanists, that will position it in its Atlantic, Spanish, and Native American contexts, and has also been continuing her research on food security in the indigenous Americas, which will begin to see publication next year.



Last summer **Holly Case** co-authored two pieces on commonly used metaphors (the “oxygen mask” and the “circus”) together with Lexi Lerner (’18, PLME). In July she also co-organized—together with colleagues from the Imre Kertesz Kolleg in Jena, Germany, and Charles University in

Prague—a one-week Sommerfrische intensive seminar in Romania on the theme of “Deep States,” with graduate and undergraduate participants from the US and Europe. In the fall, she hosted Ondřej Slačálek of Charles University, Prague, who was a Fulbright Fellow at Brown for six months from August 2018 to February 2019. Together with him and Paul Nahme (Religious Studies) she co-organized a one-week

Winterfrische at Brown on the theme of “Apocalypse,” with grad student and undergrad participants from the US and Charles University in Prague (with which Brown has a very vibrant and successful Memorandum of Understanding). In early May she is co-organizing with History grad student Simeon Simeonov a workshop on consuls involving a number of other faculty and grad students from universities across the region. In addition to an article toward her current book project on consuls and consular jurisdiction, she has also published several pieces in *Eurozine*, *Current History*, and *The Times Literary Supplement* this year, as well as co-editing the online magazine *Taxis*. She continues to be deeply impressed by the intelligence and creativity of Brown students in her courses and will miss them while away on leave next year in Austria and Germany.



**Howard Chudacoff** has spent the 2018-19 academic year on sabbatical, doing regular sabbatical activities: reading, researching, and writing. He completed an article, now out for review, on “AAU v. NCAA: The Bitter Feud That Altered the Structure of American

Amateur Sports,” and has been working on another article, this one focusing on the victories and defeats of Walter Byers, the autocratic executive director of the NCAA who made the NCAA into what it is today. In addition to archival research in Indianapolis, he also participated as Brown’s faculty athletics representative in national meetings in Baltimore and Ivy League meetings in New Haven. He will return to full-time teaching in the fall of 2019 when he begins his fiftieth year as a member of the Brown faculty.

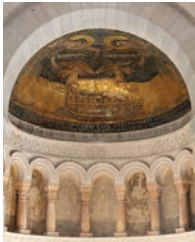


**Kelly Ricciardi Colvin** had another fruitful and interesting year at Brown, thanks in large part to the wonderful students, staff, and colleagues at the university. She taught courses in European women’s

history and the history of antifeminism, and presented papers on her new project at several conferences. That new project deals with the history of how the French government developed an ideal of French femininity and then sold that aspirational model of womanhood to the world as part of a project to solidify French power in the postwar period. She is deeply appreciative of all of the lovely people in the department and university, as well as the people at Blue State, who keep her in her cups—of coffee, of course!

This year, **Jonathan Conant**’s research focused primarily on his second book, *The Carolingians and the Ends of Empire*,





c. 795–840. Work on this project brought him to the Bibliothèque nationale de France in Paris as well as to some sites in France that provide evidence for early medieval conceptions of space, ideas about religious imagery, and encounters and interactions between early medieval Franks and their neighbors.

He also developed a shorter project on “Conflict, Trauma, and the Formation of an Early Christian Identity.” In 2018, he presented ideas on these and other topics at Princeton, Smith College, the New England Medieval Conference (at the University of New Hampshire), and at the Cultures and Religions of the Ancient Mediterranean Seminar here at Brown. He also published a chapter on “Jews and Christians in Vandal Africa” in a volume on Jews and Judaism in the early medieval West.



**Harold (Hal) Cook** spent six weeks in Amsterdam last summer with a research group at the Netherlands Institute for Advanced Study, and then returned to complete the writing up of his

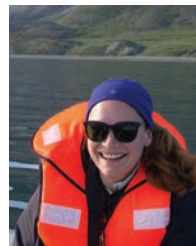
research. He also moved ahead on completing an edited collection of papers on the translation of Chinese medicine during the first global age. That edited collection, with his new introduction, was completed and sent to the press toward the end of the winter. The book he published last year, *The Young Descartes: Nobility, Rumor, and War*, is beginning to be reviewed, and it has been interesting to observe the varying reactions, with many expressing disbelief about treating someone who is a famous philosopher beginning his adult life as an ambitious young nobleman, while others wonder whether there might be something in it. To make it easier for them, he has also written a paper about the implications of the young man’s life and associations – libertine, religious, and military – for his later materialistic views on human bodies and minds as unified rather than divided persons.

Hal also continues to write more generally about the relationships between science and commerce, early modern medicine, and to further develop his undergraduate courses on the history of foods and drugs, the Dutch Republic, the history of medicine, and other subjects. The robust love of learning expressed by the students at Brown continues to bring him cheer.

In 2018-19, **Douglas Cope** introduced a new first year seminar that explored the experience of “conquest”



in Spanish America from multiple perspectives. He is researching and writing a study of the informal economy in eighteenth-century Mexico City; most recently, he has focused on how small-scale entrepreneurs drew upon both legal and illicit strategies to survive in an unstable, highly competitive market.



**Bathsheba Demuth** spent her third year at Brown teaching a new course on the history of energy alongside her survey of global environmental change since 1492. This spring, her students in her first-year seminar on Arctic history are helping her read familiar texts

with new eyes. Outside of the classroom, Demuth finished her first book, *Floating Coast: An Environmental History of the Bering Strait*, out in August 2019 with W.W. Norton, and has an article out in the *American Historical Review* in April. To complete research for book manuscript, Demuth spent part of the summer in the Chukotka region of Siberia, where she accidentally ended up getting from place to place by ship rather than airplane, which came with excellent whale watching. Demuth also gave talks and papers around the country and abroad. Her spring has been busy helping to organize the new Environmental Humanities initiative on Brown’s campus, and the third annual Russian history workshop at Brown in May 2018. She is looking forward to summer, when she and a team of undergraduate research assistants will start work on her second book, a history of the Yukon River watershed.



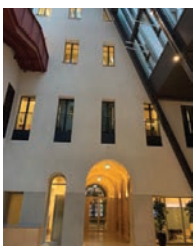
**Beshara Doumani** is immensely enjoying his first sabbatical in twelve years as a member of the Institute for Advanced Studies at Princeton. Free from administrative and teaching duties, he has the chance to read what he wants to read and to think through his current

project: a modern history of the Palestinians through the social lives of stone. Throughout the year, he delivered lectures at Princeton, Columbia and other universities in the United States and Europe. In June, 2019, he will keynote the Swiss Congress of Historical Sciences meeting in Zurich. Doumani found time to chair the search committee for Research Fellow in Palestinian Studies at Brown University, and co-organized the sixth annual workshop of New Directions in Palestinian Studies, *Palestinians Homes and Houses: Materialities and Subjectivities*, which was held in March 2019.



**A Reconnection Powwow in Bermuda in June 2018, undoing the legacies of the Indian slave trade out of New England into the Atlantic, including Bermuda (dating back to the 17th c.).**

This year wrapped up a lengthy sabbatical of writing, all in an effort to complete a first draft of **Linford Fisher's** current book project. Happily, that goal was accomplished in December 2018, but the reality is it will still need additional time for revisions. Currently titled *America Enslaved: The Rise and Fall of Native Slavery in the English Caribbean and United States*, the volume is under contract with Oxford University Press. Other highlights from the year included: attending a Native American powwow in Bermuda; numerous talks and conference presentations ranging from Paris to Providence; and a book manuscript workshop in January 2019. He was also grateful to be able to continue work on the Database of Indigenous Slavery in the Americas ([indigenousslavery.org](http://indigenousslavery.org)), working with a team of six undergraduate and graduate researchers, along with programmers and technical specialists from the Center for Digital Scholarship here at Brown. This spring semester (2019) Professor Fisher is co-teaching a class with a JCB postdoctoral fellow on Atlantic slavery and the digital humanities that draws undergraduate students into the database project as well. He has also enjoyed continuing to serve on the Steering Committee for the Native American and Indigenous Studies Initiative here at Brown, which is now in its third year, along with serving on several other university committees.



**The photo is an interior shot of the CEU, which is moving to Vienna next year.**

The function of Jewish humor in modern society has been a primary focus of both **Mary Gluck's** research and teaching this past year. While on sabbatical leave in the spring semester, she taught a graduate seminar on the subject at the central European University in Budapest. Given the diversity of the students in the class, Gluck worried about the accessibility and relevance of the subject matter to their lives. To her surprise, Jewish humor proved to be a far more universal phenomenon than she expected. In the course of the semester, students applied the techniques of American-Jewish comics to their own societies, producing impressive presentations about a range of subjects, from Muslim jokes about Christians and television sit-coms in

Bosnia, to the rage for Jewish jokes in Moscow night-clubs and the local patriotism of stand-up comics in southern India.



**James N. Green** was the lead co-editor of the revised and expanded second edition of *The Brazil Reader: History, Culture, and Politics*, published by Duke University Press and containing 120 historical documents on Brazil, eighty percent translated into English for the first time. He also completed the 8th edition of *Modern Latin America*, co-edited with Peter Smith, and an edited collection on the history of the LGBT movement in Brazil. On December 1, 2018, Green also presided over the National Meeting for Democracy in Brazil, held at the Columbia Law School, in which 200 scholars and activists founded the U.S. Network for Democracy in Brazil, a decentralized, democratic, non-partisan network supporting democratic initiatives in that country, with 40 affiliated in cities and universities throughout the United States.



**Jack Greene's** principal energies this academic year have been devoted to finish an introduction and the editing of a large and never before published edition of an eighteenth-century history of Jamaica, which is scheduled for publication sometime next winter as *James Knight, History of Jamaica (1742-45): A Critical Edition* (Charlottesville: University of Virginia Press, 2019). He participated in conferences in Indianapolis, Indiana and Williamsburg, Virginia, and delivered conference papers at Pontificia Universidad Catolica de Chile, Santiago, Chile and Instituto de Ciencias Sociais, Universidade de Lisboa, Lisbon, Portugal.



**Françoise Hamlin** continues to work on her monograph, while constantly distracted by a host of side projects. Her most recent book, the 2015 co-edited anthology, *These Truly Are The Brave: African American Writings on War and Patriotism*, was reissued as a paperback in September. She continues to take students to Tougaloo College in Mississippi for the annual Spring Break trip, she advises and serves the department in many capacities, and remains co-chair of the Faculty of Color Working Group that she co-founded in 2015. Away from work, she and her eleven-year old son Elijah successfully completed all their tests to become certified black belts in martial arts.



**Tim Harris** has been working on a festschrift for his PhD supervisor Mark Goldie, to be published by Boydell Press in October 2019 under the title *Politics, Religion and Ideas in Seventeenth and Eighteenth-Century Britain*. His own contribution examines the myth of constitutional royalism in civil war

England. He has published articles on periodizing the early modern and the right to bear arms in English and Irish historical context, and has various essays on legal history and on religious and national stereotyping in press. He gave talks at the University of Glasgow and Durham University last summer, whilst in October his former graduate students very touchingly put on a special panel in his honour at the North American Conference on British Studies in Providence. He has been appointed Honorary Professor in the Institute of Medieval and Early Modern Studies at Durham University as from 1 January 2019.



**Wanda S. Henry** cheerfully taught another semester of Death from Medieval Relics to Forensic Science. This summer, *Gender & History* will publish her article on women sextons, and she has been invited to speak next fall at the Institute for Historical

Research in London. Included here is a photo of a painting by Wanda's daughter. These witches may inspire a future project.



**Evelyn lecturing at a graduate seminar on "International Relations of Southeast Asia" at Xiamen University in Xiamen, China.**

**My topic was on "Spain, China and Spanish Manila in the 16th to 17th century."**

After teaching in Barcelona during Spring 2018, **Evelyn Hu-DeHart** went to Sevilla, Spain, for the Fall 2019 semester, during her research leave with an American Council of Learned Scholars (ACLS) research fellowship. In Sevilla, she conducted research at the Archivo de las Indias, Spain's archive on her overseas colonies in Asia and Latin America. In March, Hu-DeHart lectured on "Spain, China and Spanish Manila" at Xiamen University. Xiamen, China, was the province that sent the majority of traders and settlers to Manila during the 16th through

19th century, when the Philippines was a Spanish colony. After China, Hu-DeHart departed for Cuba in April and May, where she took over the administration of the Study Abroad program that Brown administers for the Consortium

for Advanced Studies Abroad (CASA) in Cuba, while the two regular directors went on personal leave.



This year the History Department lost the copper beech that stood between our two buildings. The Department said good-bye in a ceremony of celebration and remembrance led by the university chaplain, Janet Cooper-Nelson. **Nancy**

**Jacobs** had long treasured the "view of the beech" from her office in Sharpe House and will miss that beautiful tree.



During the 2018-19 academic year, **Jennifer Johnson** conducted research on family planning programs in postcolonial North Africa in France, Switzerland and New York. She presented her work at conferences and invited talks in Atlanta, New York, Boston, and Providence. She

developed and taught a new undergraduate lecture course on the history of humanitarianism in Africa and thoroughly enjoyed exploring the complexities of this issue with the students. Without question, however, the highlight of Jennifer's year was the birth of her healthy and happy son, Gabriel.



**Carl Kaestle** did more work on his book on the formative years of the federal role in education, roughly 1945 through 1985. He just finished the Carter administration, will do a bit of Reagan, and then an epilogue that will bring it up to the end of the Obama administration.

Who knows—maybe he'll have a book manuscript in a year's time (don't bet your lunch money on it). Kaestle now spends half his time in the Berkshires, in a house that his wonderful wife, Liz Hollander, deeded to him for the rest of his days. Kaestle spends a week out there (near Great Barrington MA), where all his primary source materials are stashed in a nice big study. On the other weeks in Providence, he has an apartment on Grotto Avenue, near Wayland Square and the Blackstone Boulevard walking path. Hello to those now senior members who were around when he retired.



After a year of sabbatical, **Jenny Lambe** returned to teaching this fall, when she debuted a new graduate seminar on Modern Caribbean History. This year also saw the release of Lambe's co-edited volume, *The Revolution from Within: Cuba, 1959-1980* (Duke

University Press). In 2018, new pieces were also published on Spiritism and psychiatry (*History of Psychology*) and sex science and policing (*Psychoanalysis in the Barrios*, eds. Patricia Gherovici and Christopher Christian). Finally, Lambe was grateful to receive the inaugural *Journal of Latin American Studies* Best Article Prize for her 2017 article, “Drug Wars: Revolution, Embargo, and the Politics of Scarcity in Cuba, 1959-1964.” She is eagerly awaiting summer relaxation and travel to Spain and Italy.



**Brian Lander** spent June in China learning about Neolithic wetland communities, the history of porcelain kilns and environmental protection initiatives. He spent the rest of the summer working on his book manuscript on the political ecology of early China. In November, the History

Department generously supported a workshop on the manuscript in which various brilliant colleagues (including Bathsheba Demuth and Robert Self) provided invaluable advice for improvement. In the spring he taught a graduate seminar on modern East Asian history with Kerry Smith, and a class on Animals and Plants in Chinese history, and gave papers in New York, Ann Arbor, Columbus and Denver. The visit to Colorado provided unexpected insights into the similarities between the steppes of North America and those of Inner Asia.



**Steven Lubar** continues his work on history of skill, preparing for a course on boatbuilding in the fall - students will build a Maine peapod, a small boat used for fishing on the New England coast in the late

19th century. He has also focused on some very local history, writing many short essays on aspects of the landscape history of Little Compton, Rhode Island, for a book on that topic to be published by the Little Compton Historical Society.



In October, **Joseph Meisel**, Adjunct Associate Professor and Deputy Provost, was appointed as Brown's Joukowsky Family University Librarian after serving in that role as an interim basis since the summer. Building stronger and more intentional connections between the Library

and academic priorities at the University is among his top priorities, and has had a number of generative discussions with members of the History department to that end.

He is looking forward to making the Library an even stronger asset for historical research and teaching at Brown in the years ahead.



**Sreemati Mitter** was very grateful to have been granted a junior sabbatical during her third year at Brown. She moved back to Toulouse, France, as a research fellow at the Institute of Advanced Study at the Toulouse School of Economics, where she had previously

spent two happy years as a post-doctoral fellow. She spent the first few months of the year revising a journal article, titled “Bankrupt: Financial Life in Mandate Palestine,” which she hopes will be accepted soon. She spent the rest of the year researching and writing two new chapters of her book manuscript, *A History of Money in Palestine, from 1900s to the Present*, which she hopes to complete before returning to campus in the fall. Mitter was grateful to have received a Salomon Faculty grant this spring, which she plans to use to fund research trips this summer to the Palestinian Territories and London. When not writing, researching, or cursing anonymous reviewers, she is luxuriating in the glories of southwestern France. But she misses her colleagues and students, and is looking forward to returning to Providence in August.



**Tony Molho** had a reasonably quiet and productive year. In October 2018 he was awarded two honorary degrees, first at the University of Crete in Rethymno, and then at the University of Athens. His acceptance speech in Rethymno was entitled

“Historians and Refugees,” while in Athens the title of his speech was “Historians and Friends.” Both talks will be published in Greek and English. His paper “Rich and Poor in Renaissance Florence” was delivered at the Greek Academy two years ago, and, finally, it seems that it will be published soon in one of the Academy’s Journals. In April 2019 he participated in a Conference on “Civility, Urbanism and Capitalism,” that was held in Venice and organized by the Axel and Margaret Ax:son Johnson Foundation. In early May 2019 at the University of Florence he will commemorate his good friend Riccardo Fubini, one of the foremost students of the Italian Renaissance, who died last summer. Finally, in late May 2019, he and Carlo Ginzburg, who, in addition to being good friends will celebrate (but is this the right verb?) their 80th birthdays this summer, will engage in a public discussion in Athens

on their respective approaches to the study of the past. The attached photograph was taken during the ceremony at the University of Athens. It was a good and fun occasion!



**Rebecca Nedostup** heading toward the completion of her term as Director of Graduate Studies by continuing the department's work refining the training of historians. As a member of the steering committee for East Asian studies at Brown,

she served on search committees and joined faculty and students for events that helped strengthen the role of Brown as a center for the study of Asia. Rebecca also joined the Governing Board of the Cogut Institute for the Humanities and evaluated grants for the American Council of Learned Societies. Most enjoyably, her year has been marked by generative research collaborations in a variety of locations. Along with doctoral students Yu-chi Chang, Abhilash Medhi, and Suvaid Yaseen, and colleague Vazira Zamindar, she presented work at the Asian Borderlands Research Network conference in Bishkek, Kyrgyzstan. Another PhD student, Richard Shih, accompanied Rebecca for fieldwork and workshops with Guo Wang of Sichuan University and collaborative partners Maura Dykstra of Caltech and Michael Szonyi of Harvard. She and Dykstra reached a new stage in their digital project, now christened Magpie, presenting its underlying concepts at the Association for Asian Studies. Finally, Rebecca tackled research problems in modern Chinese history in a working group with Chang, Shih, Cogut/MCM postdoctoral fellow Thorn Chen, and History concentrators Quinton Huang and Isaac Leong.



**Tara Nummedal** was pleased to see two projects into print this past year. Her new book *Anna Zieglerin and the Lion's Blood: Alchemy and End Times in Reformation Europe*, was published in March with the University of Pennsylvania Press. The book

reconstructs the extraordinary career and historical afterlife of alchemist, courtier, and prophet Anna Zieglerin, situating her story within the wider frameworks of Reformation Germany's religious, political, and military battles; the rising influence of alchemy; the role of apocalyptic eschatology; and the position of women within these contexts. Nummedal was also delighted to publish (with Janice L. Neri and John V. Calhoun) *John Abbot and William Swainson: Art, Science, and Commerce in 19th-Century Natural History Illustration* (University of Alabama Press), an edition of the artist-naturalist John Abbot's 104 drawings of insects from Georgia

on their native plants. Meanwhile, Nummedal, co-editor Donna Bilak, and several colleagues in Rockefeller Library, are close to completing their scholarly digital publishing project, "Furnace and Fugue: A Digital Edition of Michael Maier's *Atalanta fugiens*, with Scholarly Commentary." Nummedal particularly enjoyed new experiments in collaborative teaching this year. In the fall, she co-taught the Colloquium for incoming PhD students with her Latin Americanist colleague Daniel Rodriguez. She and RISD Glass professor Rachel Berwick also explored the role of making and recipe reconstructions in the histories of art and science in a truly memorable and productive course in the fall. Students from both RISD and Brown worked together to explore Brown and RISD Special Collections, the RISD Glass Hot Shop, Nature Lab, and Co-Works, as well as Brown's Digital Scholarship Lab and consider the nature of research for artists and historians.



During the last year, **Graham Oliver** placed two papers into print: "People and cities: economic horizons beyond the Hellenistic polis," in H. Börn and N. Luraghi (eds), *The Polis in the Hellenistic World*, Stuttgart, 159-179; "The Alexander Romance and

Hellenistic political economies," in R. Stoneman, K. Nawotka, and A. Wojciechowska (eds), *The Alexander Romance in History and Literature* (Ancient Narrative Supplement), Groningen, 111-128. With Professor Adele Scafuro (Brown) and Dr. Angelos Matthaïou, Oliver organized an international meeting on the decrees and oratory of 4th-century BC Athens that took place at the Epigraphical Museum (part of the National Archaeological Museum) in Athens, Greece (October 19-21 2018); he gave two papers at the event. Oliver also gave papers at Rutgers NJ (October, 2018), in the annual meeting of the Society of Classical Studies, which took place at San Diego in early January 2019 (the same time as the AHA!), and at Atlanta, as part of the Annual Meeting of the Association of Ancient Historians (April 2019). These last two papers both focused on institutional history: respectively, the teaching of and training in, ancient Greek epigraphy; and the teaching of ancient history. On July 1, 2018, Oliver became Chair of the Classics Department at Brown.



**Emily Owens** spent this academic year on leave, after the joyful arrival of her son, Jonah. Emily, Katie, and Jonah count themselves very lucky to have traversed his first few months in the world with the guidance, help, kindness and support of the Department

community. In other news, Emily was also pleased to see articles accepted into *Signs and Differences*, Brown's own journal of feminist theory.



**“A Red Army soldier outside a banya on the front during the Second World War, courtesy of the Russian State Film and Photograph Archive.”**

into deep arguments and sustain engaged discussions over a semester. He also taught for the second time the course A Global History of the Atomic Age with Professor Kerry Smith. In that class he tried to intimidate students by alerting them to the threat of nuclear annihilation and discovered that Vladimir Putin's looming presence in the American mind and President Trump's approach to foreign policy are good for enrollments in nuclear history. Other than that, he finished his book *Without the Banya We Would Perish: A History of the Russian Bathhouse*, which will be published by Oxford University Press in September 2019.



**Kurt A. Raaflaub's** *Landmark Julius Caesar* (New York: Pantheon, 2017), a user-friendly new translation of the entire corpus of Caesar's works, has just come out in a paperback edition (2019). He has been working on three projects. One concerns a couple of lectures that came out of the

Landmark project: “Justifying genocide? Caesar's conquest of Gaul” and “Caesar as a historian.” Both have and will be given at various universities in the US and Germany and will appear as book chapters or articles in due time. The second project concerns lectures/book chapters prepared in 2018 and 2019 for conferences (in Münster, Germany, and Padua, Italy) and book publications that focus on the 100th anniversary of European peace treaties at the end of World War but also include a section on peace in the ancient world. His contributions draw on and expand his earlier work on ancient peace. Raaflaub's third and largest project is

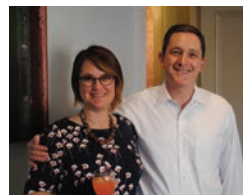
to complete an edited volume (part 1 of a 5-part *Cambridge History of War*) on war in the ancient world, with chapters on a multitude of ancient societies around the globe.



**Joan Richards** is finishing her second year of phased retirement, which means that she is teaching half-time. She has continued to advise students in the History Department, while directing and teaching in the Science, Society and Technology program. She spent the fall term at the Max Planck Institute for the History of Science in Berlin, and is currently putting the finishing touches on her book, *Generations of Reason*.



**Lukas Rieppel** spent the fall 2018 semester happily ensconced at the Cogut Center, where he taught a new seminar on the history of Bureaucracy and finally finished his book *Assembling the Dinosaur*. The fall semester also saw the publication of an article on Hoaxes, Humbugs, and Frauds in the *Journal of the Early Republic*, as well as a special issue of the annual journal *Osiris* on the theme of “Science and Capitalism,” co-edited with Eugenia Lean and Will Deringer. Lukas then spent the spring of 2019 as a visiting scholar at the Max Planck Institute for the History of Science in Berlin; dreaming up new projects, traveling around Europe, and restoring a classic Italian road bike to good working order. He looks forward to being back on campus this fall and co-teaching “Science at a Crossroads” with Joan Richards.



**Seth Rockman** developed a new seminar this year on Early American Money, and with all new texts on the syllabus, had the weekly rush of trying to finish the reading in time for class. He is particularly grateful to Ann Daly, a doctoral candidate in the department, for pushing him into this new conversation. Rockman once again collaborated with Professor Phil Gould of the English Department in offering a co-taught American Revolution lecture course. Rockman also redressed a major deficiency in his education as an American historian by finally visiting Monticello in the capacity of a visiting fellow at the International Center for Jefferson Studies. A four-week residency provided an excellent opportunity to research and write. Rockman continued his scholarly involvement with re:work, a Berlin-based institute on global labor history,

visiting in the summer and joining in an October conference co-sponsored by the School of the Art Institute of Chicago. This year offered the chance to welcome a number of wonderful scholars to Brown through the programming of the 19th-century U.S. History Workshop, the Center for the Study of Slavery and Justice, and the Watson Institute. It was a particular treat to share the stage with such renowned scholars as Jennifer Morgan, Walter Johnson, and Sanjay Subrahmanyam. In addition to serving on the faculty advisory committees of the CSSJ and the John Carter Brown Library, Rockman has joined the newly convened board of the Rhodes Center for International Economics and Finance and continues to teach a course on capitalism and slavery for the IE/Brown Executive MBA program.



After spending the last academic year on sabbatical, **Daniel Rodriguez** was excited to be back in the classroom sharing ideas with brilliant students and colleagues. In the fall, he was delighted to team up with Tara Nummedal to teach the Theory and

Methods Colloquium for the incoming group of History PhD students, and has enjoyed working closely with a number of PhD students as they prepare for their comprehensive exams, workshop dissertation chapter drafts and win prestigious fellowships for their work. But at Brown, working with undergraduates can be just as fulfilling, and this year he has had the opportunity to advise excellent honors theses, support students with their research, and even workshop his book manuscript with his seminar students. Beyond campus, the year was spent revising and submitting his first book, beginning work on the second, organizing panels on the History of Welfare in Latin America for the annual meeting of the American Historical Association, and most importantly, trying to squeeze as much time with his wife Susan and their six-year old daughter Lourdes.



This past year, **Ken Sacks** edited and published electronically a special edition of *Religions*, entitled *Transcendentalism and the Religious Experience*. It is the first extensive survey of the Transcendentalist religious experience since the work

of Perry Miller. Sacks continues to work on *Emerson's Civil War*, a study of Emerson's final decades and his reengagement with a purer vision of Transcendentalist philosophy. He also introduced a new undergraduate seminar: Thinking Historically: A History of History

Writing, which of course addresses what is history writing, what are the essential methodologies of history writing, and how is history perceived and used by non-professionals.



In addition to his work as Director and Librarian of the John Carter Brown Library, **Neil Safier** took part in various activities over the course of this year that were related to his own scholarly research. In August, 2018, he was Andrew W. Mellon

Visiting Scholar at the Humanities Institute of the New York Botanical Garden, where he worked on a project related to Brazilian botanical commodities in the eighteenth century. In February, 2019, he organized through the Mellon-funded Sawyer Seminar a workshop with an international group of scholars working in Amazonian studies entitled "The Once and Future Amazon: New Horizons in Amazonian Studies." The workshop, sponsored by CLACS, was convened by Neil, Camila Dias (University of Campinas), and Mark Harris (University of Saint Andrews) and featured multidisciplinary approaches from history, archaeology, literature, and anthropology to discuss the past and future of scholarship on Amazonia. Finally, in May and June, he was visiting professor at the Ecole des Hautes Etudes en Sciences (Paris), where he presented four seminars based on his next major book project on the Brazilian Enlightenment. This spring, he also team-taught a course in the history of the book in the Americas with JCB postdoctoral fellow Hannah Alpert-Abrams and curator of European books Stijn van Rossem.



**Robert Self** counted himself lucky to work with such a dedicated faculty and staff, as he completed his third year as department chair (see "A Word from the Chair"). He advanced his co-edited project, "The Intimate State," with Nancy Cott of Harvard and Margot

Canady of Princeton, nearly to completion and hopes to submit the manuscript this summer. He was honored to be the third annual Cornell Historical Studies lecturer, invited by history concentrators at Cornell University, where he lectured on "The Unhappiest Place on Earth: The Family Economy in the American Century," and he was equally honored to be an invited panelist for "The Meaning of the Midterms: Who Counted? Who Voted?" which was the 2018–19 Kim and Judy Davis Dean's Lecture at the Radcliffe Institute for Advanced Study, Harvard University.

They say to pick your battles. This advice was particularly hard for **Naoko Shibusawa** to follow this year, but



she is grateful for the advocacy power that tenure brings. On the scholarly front, she secured a new advanced contract for her book, *Ideologies of U.S. Empire* by UNC Press and is having an article coming out in the *Journal of Asian American Studies*. While she is excited about the new, improved History buildings, she mourns the loss of the tree that graced the view of her office window.



**Himeji Castle,  
Himeji City, Japan**  
**Daishoin Temple,  
daittsukushima,  
Hiroshima  
Prefecture, Japan**

on “Insect Histories in East Asia.” In April, he and Ethan Pollock took students in their team-taught course on the Global Histories of the Atomic Age for a tour (led by actual nuclear scientists) of the working research reactor at the Rhode Island Nuclear Science Center, in Narragansett.



Senior Lecturer **Luther Spoehr** is retiring at the end of the Spring Semester. At Brown since 1996, he has primarily taught courses on the history of American higher education, academic freedom, and American school reform. Last fall he taught his First-Year Seminar, *Campus on Fire: American Colleges and Universities in the 1960s* and *Academic Freedom on Trial: A Century of Campus Conflicts*. This spring he has taught his survey course, *American Higher Education in Historical Context*. He also updated his annotated online bibliography on academic freedom in the United States for

**Kerry Smith** continues work on his current book project, which explores earthquake prediction and disasters in 20th century Japan, and spent several weeks in Japan last spring tracking down a few loose ends, and meeting with some of the scientists and journalists caught up in the debates over prediction’s efficacy. While in Japan, he also accompanied a group of alumnae on a Brown Travelers tour of the Inland Sea and its environs, and spoke to the larger tour group on the legacy of World War II and the Occupation in Japan’s postwar history. In the fall, he presented work on the long-anticipated Tōkai Earthquake as part of a conference and workshop on Critical Disaster Studies at NYU, and recently submitted a chapter for an upcoming edited volume (one that has nothing to do with earthquakes)

Oxford University Press. Once retired, he plans to continue working with the Rhode Island Historical Society (he’s in his second year as Chair of the Board of Trustees), catch up on his reading (confining himself at last to well-written books), take on some small writing projects, and introduce his about-to-be-ten-years-old grandson, Hunter, to U.S. history, once Hunter finishes the last Harry Potter book.



**Tracy Steffes** continues to make slow but steady process on her book manuscript, “Shifting Fortunes: City Schools and Suburban Schools in Metropolitan Chicago, 1945-2000,” about the relationship between public education and spatial, social inequality. She taught two undergraduate courses about the history of education—*Culture Wars in American Schools* and *Urban Schools in Historical Perspective* and advised two great history honors theses. She finished her first year as chair of the Education Department, dedicating considerable time to administrative work and to strategic planning and program redesign in the department.



**The Trouble with Wagner book launch at the Seminar Coop Bookstore in Chicago, with Wendy Doniger.**

**Michael Steinberg** returned to full-time teaching at Brown in Fall 2018 while continuing to serve as a Senior Advisor to the American Academy in Berlin, where his principal assignment is coordination of the Andrew W. Mellon Foundation fellowships and workshops, which take place in early January and early June. In August 2018 Steinberg joined the advisory committee on the Mellon Foundation Global Humanities Initiative, led by the Mahindra Humanities Center at Harvard University. In December he joined the advisory committee on of the Van Leer Institute’s flagship program “Intellectual Journeys: A Program for Fostering Young Intellectuals at VLJI,” addressed a workshop titled “Ideas in the World: The Humanities and Active Citizenship” and lectured on his new book project, tentatively called *The School of Listening*. In the winter he began work on an exhibition on Richard Wagner, which he has been invited to curate at the German Historical Museum in Berlin, opening in 2021. His book *The Trouble with Wagner* was launched in Chicago (see photo). In May 2019 he spoke at the inaugural Carl E. Schorske Memorial Lecture and Workshop program of the Program in European Cultural Studies, Princeton University.





During the past year, **Michael Vorenberg** has been the Ray A. Billington Professor of U.S. History at Occidental College in Los Angeles. The position includes a fellowship at the Henry E. Huntington Library in Pasadena, where he has been completing the research and writing of a book about

the end of the American Civil War. Because of his specialty in the Reconstruction Amendments to the U.S. Constitution, he was invited to speak at a number of events commemorating the 150th anniversary of the ratification of the Fourteenth Amendment. Venues included the American Bar Association in Chicago and the Center for Reconciliation in Providence. He looks forward to returning to Brown in the fall of 2019.



**Gordon Wood** lectured in various places this past year, including the Washington Book Fair, Princeton, Northwestern Law School, and Santiago, Chile. He served on the academic boards of several documentary projects, on the Scholarly Council of the Kluge Center at the

Library of Congress, and on the board of the new Museum of the American Revolution in Philadelphia.



**Vazira Zamindar** was a faculty fellow at the Pembroke Center for the 2018-9 academic year, and organized Art History from the South for CCSA—a series that engaged artists, curators, art historians, and historians from the global south to take on the visual

turn in history, and the colonial and anticolonial history of institutions and practices of art. She also co-taught a Collaborative Humanities graduate seminar with the same title in the fall with a distinguished visiting professor from India, Tapati Guha-Thakurta, and together they organized an international symposium for Cogut Institute for Humanities entitled *How Secular is Art?* The symposium was fantastic, vital, sometimes combative, and utterly engaged, as was a teach-in in the spring, *Decolonizing the Museum*, on the Sarr-Savoy report on the Restitution of African Heritage, that ran for four hours, with both the BDH and Projo covering it. So it's been a busy year, but she has loved the community it has helped her forge across other departments at Brown and at RISD. Zamindar also gave a talk at the Eisenberg Historical Institute at University of Michigan, where she had

once been a grad student in the Anthro-History program, and so it was lovely to be back, and gave the keynote at New York University's Annual South Asia Conference; an article appeared in *Third Text* and a film book is now with the graphic designer. Making the most of RISD, she took a paper-making class there in the fall and made reams of beautiful paper with a beloved friend, and is watching with pride and trepidation as her teenage boys are sprouting wings, and she is celebrating her mother's 80th birthday for as the first woman in her family to receive higher education, she was that rare professional mother (in Karachi) who gave Zamindar stride to make her own way. ▢

## Notable Lectures

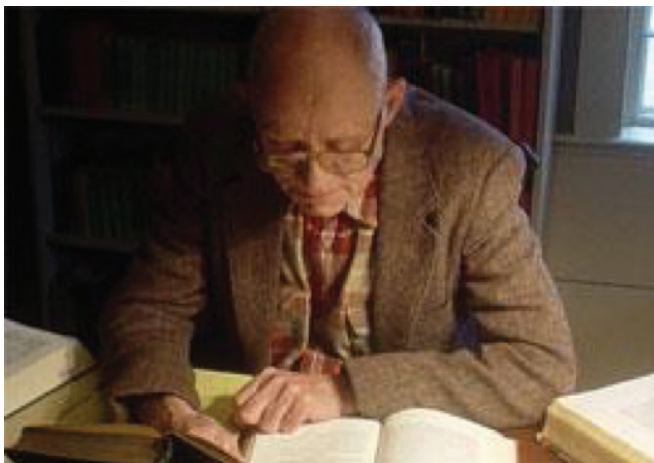
The 39th William F. Church Memorial Lecture was held on October 3, 2018, featuring Nabil Matar (University of Minnesota,) who spoke on **“Mediterranean Captivity through Arab Eyes, 1517-1798.”**

The Marjorie Harris Weiss Lecture was held on March 6, 2019, featuring Carol Anderson (Emory University), who spoke on **“One Person, No Vote: How Voter Suppression is Destroying our Democracy.”**

# Faculty Activities

## In Memoriam

**Perry Curtis**, 88, professor emeritus of history, passed away on April 9, 2019. One of the leading 20<sup>th</sup> century historians of modern Ireland, Curtis achieved much of his early scholarly distinction, and the rank of full professor, at the University of California, Berkeley. He came to Brown University in 1973, where he played a central role in founding the program in Modern Literature and Society, which evolved over time into the Department of Modern Culture and Media. Specializing in 19<sup>th</sup> century Irish history and modern culture and media, Curtis produced numerous books on Irish nationalism and identity, including two on political cartooning: *Apes and Angels: The Irishman in Victorian Caricature* (1997), focusing on how the Irish were caricatured by English and American cartoonists, and *Images of Erin in the Age of Parnell*, focusing on how Irish cartoonists depicted Erin, the female personification of Ireland. His last book, *Notice to Quit: The Great Irish Famine Evictions*, breathed significant new life into an old subject and won wide praise from scholars in his field. In accordance with his wishes, Curtis's body was cremated and the ashes scattered near the Col de Peuterey on the Franco-Italian border where his brother was lost in 1957.



**Charles Fornara**, 82, professor emeritus of classics, passed away on May 3, 2018, at his home in Naples, Florida. Fornara was a distinguished ancient historian of great skill and an influential teacher for more than four decades at Brown, where he began his career as an assistant professor

in 1963. Though his primary appointment was in Classics, he taught in both Classics and History, while publishing extensively on Greek history and particularly on Herodotus. Fornara is fondly remembered as the professor who pushed his students through Homer's *Odyssey* in one term; his Greek history course, taught every other year, was a gold standard. In 2015, he relocated to Naples from his home in southern Rhode Island, along with his beloved Airedale Terrier, Alexander II. Fornara's intellectual curiosity never flagged; he took up studying the Italian historians of the Quattrocento and at the time of his death was engaged in writing a monograph on Machiavelli. Fornara is survived by his son, Charlie and his dog, Alexander III.



**Patricia Herlihy**, 88, professor emerita and adjunct professor at the Watson Institute for International and Public Affairs, passed away October 24, 2018. She was a longtime colleague of many at Brown and a warm friend of the History Department. An accomplished scholar, storyteller, and bright presence in the lives of her family, friends, and students, Herlihy will be missed. In 2018, she was busy delivering talks on her new book, *Odessa Recollected: The Port and the People*, a companion to her first book, *Odessa: A History 1794-1914* (Harvard University Press, 1987). She was well known for two additional books, *The Alcoholic Empire: Vodka and Politics in Late Imperial Russia* (Oxford University Press, 2002) and *Vodka: A Global History* (Reaktion Books, 2012). Herlihy has six children and six grandchildren. A funeral Mass was held on October 27 at St. Paul's Church in Cambridge, and her life was celebrated by many of her friends in Providence on the first day of spring, March 21, 2019. ▢

# Undergraduate Program

I'm happy to report that despite gloomy reports about the lack of student interest in history on college campuses, our undergraduate history program is thriving. The number of history concentrators—roughly 230 at this count—doesn't match its heyday in the 1980s, but the concentration remains among Brown's top ten concentrations. Also, what this number doesn't reveal is how many students overall are taking courses taught by history faculty. In fact, for fall 2019, we have to cap pre-registration of four of our most popular lecture courses. Amy Remensnyder's *Locked Up: A Global History of Incarceration*, Seth Rockman's *History of Capitalism*, Sreemati Mitter's *Understanding the Middle East: 1800s to the Present*, and Michael Vorenberg's *The American Civil War in Global Perspective: History, Law, and Popular Culture* all filled during the preregistration period and won't be open again for enrollment until the first-years have a chance to register in September. Indeed, our courses are so popular among Brown students in general that the only HIST courses populated almost entirely by history concentrators are the history honors thesis courses.

**Our honors thesis program remains among the most rigorous on campus.**

Speaking of, our history honor thesis program remains among the most rigorous on campus. Students in the honors program typically complete a three-semester long series, beginning with thesis preparation in HIST 1992. And unlike in most other concentrations, a thesis is evaluated to see if it's honors-worthy by two external readers—that is, two History faculty members who were not involved in advising the thesis. In the past year, we've instituted changes to make the thesis even more rigorous by moving away from the

three-chapter, 100+ page format to one closer to an actual academic article, which is around 50 pages. A shorter thesis requires more work, not only on part of the students, but also the DUS and the thesis advisors. In this trial phase, the jury is still out, but feedback from this year's thesis writers indicate that they appreciated the more support, scaffolding, and feedback that were necessary throughout this new process. Please see the list of this year's theses that were awarded honors on page 29.

I hope that you have noticed that this year's newsletter is highlighting our undergraduate program with features on recent innovative pedagogy, student research, and our Departmental Undergraduate Group (DUG). Brown undergraduates, particularly our History concentrators, continue to inspire each other and us faculty to do our best work. For me and my colleagues, it continues to be such a great privilege and joy to work with such engaged, curious, and multi-talented students. If you, our History alumni, would like to make an impact on our undergraduate activities and program, may I suggest two possible avenues: (1) If you are interested in sharing with our current students how you've used your history degree in your career, please contact me at [naoko\\_shibusawa@brown.edu](mailto:naoko_shibusawa@brown.edu). We'd love to have you come back, or skype in for an alumni career day event. (2) If you are interested in supporting undergraduate history research, please reach out to our chair, Robert Self, at [robert\\_self@brown.edu](mailto:robert_self@brown.edu). No amount is too small! Small amounts can add up and make a big impact on our students' ability to conduct research. Many thanks.



*Naoko Shibusawa*

# Undergraduate Program

## Award Recipients

The Samuel C. Lamport Prize in International Understanding best paper on international understanding, with emphasis on cooperation and tolerance

### **Alessandro Borghese**

*The Role of the Interventionist Press in Promoting Italy's Entry in the First World War, 1914-15*

Advisor: David Kertzer

### **Hugo Hansen**

*Making Maharashtra Straight Again: The Shiv Sena, Collective Violence, and the Discourse of the Bombay Riots*

Advisor: Vazira Zamindar

### **Quinton Huang**

*Extending and Remolding the State in the "Cancer" of Hong Kong: The Clearance of Kowloon Walled City, 1987*

Advisor: Rebecca Nedostup

The Gaspee Chapter Daughters of the American Revolution Award for best paper written as a class assignment in an American history course

### **Talia Brenner**

*Radio's Democratic Promise: Aspirations for Historical Radio Dramas, 1930-1943*

Advisor: Tracy Steffes

### **Claire McMahon Fishman**

*Respectable Human Rights: The Rhode Island Fair Housing Movement, 1959-1965*

Advisor: Tracy Steffes

### **Julia Rosenfeld**

*Excavating Experience: Anti-Psychiatry, Second-Wave Feminism, and Women of Color*

Advisor: Jennifer Lambe

The Marjorie Harris Weiss Memorial Premium in History as the outstanding undergraduate woman student majoring in History

### **Rachel Trafimow**

*The Revolution within the Revolution: Women in the Young Lords Party's Health Work*

Advisor: Daniel Rodriguez

The Clarkson A. Collins, Jr. Prize in American History is to be awarded to the member of the junior or senior class for the best thesis in United States History

### **Alex Burnett**

*Fighting Homophobia During the War on Crime; The Rise of Pro-Gay, Pro-Police Liberalism in Los Angeles, 1967-80*

Advisor: Nic Ramos

### **Allison M. Gordon**

*White Gloves, Whiter Women: Debutante Balls and the Reinforcement of White Femininity in the Post-War American South*

Advisor: Kelly Colvin

Pell Medal Award for excellence in United States history

### **Sophie Kupetz**

The Christian Yegen Thesis Prize for an outstanding thesis

### **Jack Makari**

*New Liberalism and the Organic Society: Reconciling Liberalism and Community in Turn-of-the-Century Britain*

Advisor: Meltem Toksoz

### **Miguel J. Rodriguez**

*The Shadows of Barbosa: Reexamining Historical Memory of Early Twentieth-Century Puerto Rico*

Advisor: Jennifer Lambe

The John L. Thomas Memorial Award for best thesis in the History Department

### **Julia Rock**

*A Prelude to Intensification: Settler Colonialism and the Opening of Minnesota's First Iron Mines, 1854-1890*

Advisor: Bathsheba Demuth

The David Herlihy Prize for best student in Medieval or Renaissance, or Ancient History

### **Charles Steinman**

The Skidmore Family and Friends Thesis Prize for best thesis in Latin American Studies

### **Miguel J. Rodriguez**

*The Shadows of Barbosa: Reexamining Historical Memory of Early Twentieth-Century Puerto Rico*

Advisor: Jennifer Lambe

Best Senior in Modern European History

### **Micah Rosen**

Best Senior in African History

### **Meghan Mozea**

Best Senior in Middle East/South Asian History

### **Hugo Hansen**

Best Senior in East Asian History

### **Quinton Huang**

Best Senior in Latin American History

### **Angelica Cotto**

# Honors Recipients

**Alessandro Borghese**

*The Role of the Interventionist Press in Promoting Italy's Entry in the First World War, 1914-15*

Advisor: David Kertzer

**Talia Brenner**

*Radio's Democratic Promise: Aspirations for Historical Radio Dramas, 1930-1943*

Advisor: Tracy Steffes

**Alex Burnett**

*Fighting Homophobia During the War on Crime; The Rise of Pro-Gay, Pro-Police Liberalism in Los Angeles, 1967-80*

Advisor: Nic Ramos

**Claire McMahon Fishman**

*Respectable Human Rights: The Rhode Island Fair Housing Movement, 1959-1965*

Advisor: Tracy Steffes

**David C. Golden**

*To End the 'Color-Line': The Readjuster Party and Black Organizational Politics in Post-Emancipation Virginia*

Advisor: Seth Rockman

**Allison M. Gordon**

*White Gloves, Whiter Women: Debutante Balls and the Reinforcement of White Femininity in the Post-War American South*

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*Making Maharashtra Straight Again: The Shiv Sena, Collective Violence, and the Discourse of the Bombay Riots*

Advisor: Vazira Zamindar

**Quinton Huang**

*Extending and Remolding the State in the "Cancer" of Hong Kong: The Clearance of Kowloon Walled City, 1987*

Advisor: Rebecca Nedostup

**Kiyomasa M. Kuwana**

*Reverberating Sacrifices: Remembering the Tokkotai Through Japanese Film, 1993-2013*

Advisor: Kerry Smith

**Jane Lichacz**

*Making Up the Modern, Consuming Housewife: The Campbell Soup Company and Consumer Trust, 1905-1920*

Advisor: Lukas Rieppel

**Jack Makari**

*New Liberalism and the Organic Society: Reconciling Liberalism and Community in Turn-of-the-Century Britain*

Advisor: Meltem Toksoz

**Marie Chantal Marautu**

*Understanding the Myth of the Good Italian: Origins, Contestations and Trajectories*

Advisor: Holly Case

**Emily M. Miller**

*A Lost Voice re-Emerges: The Ex-Slave Project's 1930s Creation and 1970s Rediscovery*

Advisor: Robert Self

**Gabriela Ortiz**

*Generosity of Home and Spirit: Curanderas and the Forgotten Female Healers of the Southwest*

Advisor: Hal Cook

**Julia Rock**

*A Prelude to Intensification: Settler Colonialism and the Opening of Minnesota's First Iron Mines, 1854-1890*

Advisor: Bathsheba Demuth

**Miguel J. Rodriguez**

*The Shadows of Barbosa: Reexamining Historical Memory of Early Twentieth-Century Puerto Rico*

Advisor: Jennifer Lambe

**Micah Rosen**

*Facing the Coming Crisis: Peter Viereck, National Socialism, and the Search for Spirituality in Western Liberal Politics, 1938-41*

Advisor: Holly Case

**Julia Rosenfeld**

*Excavating Experience: Anti-Psychiatry, Second-Wave Feminism, and Women of Color*

Advisor: Jennifer Lambe

**Rachel Trafimow**

*The Revolution within the Revolution: Women in the Young Lords Party's Health Work*

Advisor: Daniel Rodriguez

**Adna Zejnilovic**

*Badžijanije: Sufi Sisterhood and the Transfer of Sacred Knowledge in Early Modern Bosnia*

Advisor: Faiz Ahmed

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If you are interested in supporting undergraduate history research, please reach out to our chair, Robert Self, at [robert\\_self@brown.edu](mailto:robert_self@brown.edu). No amount is too small! Small amounts can add up and make a big impact on our students' ability to conduct research.

Many thanks.

# The History Department Undergraduate Group

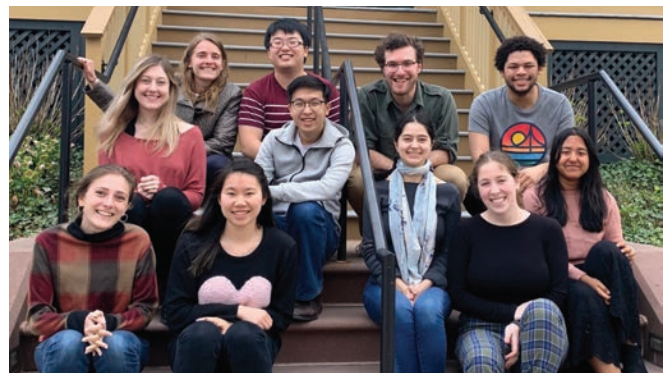
### By DUG Members

The History DUG enjoyed another successful year supporting a vibrant concentrator community. We provided opportunities for all students at Brown to learn more about how to make the most of History during college and beyond. In the beginning of the academic year, the DUG welcomed newly minted leaders—bringing the total number of students in the DUG to 23, the highest in recent memory.

With the support of the DUS, we hosted a lively History Welcome Back party with pizza for undergraduates, graduate students and faculty concentration advisors. We also welcomed back two professors who were away on sabbatical, Jennifer Lambe and Adam Teller, and invited them to share their research at a luncheon.

Throughout the year, the DUG continued the new tradition of inviting History alums back to Brown to share their employment experiences and discuss how a History concentration helped them in their career paths. Ashley Chung '08, Emmanuel Steg '12, Sydney Menzin '17 and Bohao Wu '17 generously gave advice about careers in law, finance, education, and academia on a brisk November day. Professor Holly Case's former students Mwangi Thuita and Katie Engelhart gave insights about the worlds of policy research and journalism in April.

Building on the writing workshops, which were offered in previous years in collaboration with graduate students, the History DUG expanded its series of practical workshops and peer advisor programs in support of new and old concentrators alike. We continued our collaboration with graduate students by again hosting a "Writing for History" workshop in November to help students with final papers. We also worked with Brown librarians Holly Snyder and Bill Monroe to guide students through the primary sources and other historical resources of the John Hay Library. Undergraduate students became expert panelists



Members of the Department Undergraduate Group (DUG) on the steps of Peter Green House.

in two DUG panels: one on doing research within the History department and the other on studying abroad as a History concentrator. In a first for the History DUG, we also launched a pairing program for History peer advisors and prospective concentrators, helping first-years and sophomores make the decision to choose History at Brown.

Finally, we had a lot of fun, both within the DUG and amongst the community at large! We ate well: we bribed newcomers to History DUG events with Knead doughnuts and other treats. Towards the end of the academic year, a couple of DUG leaders hosted a screening of the hit YouTube series *Drunk History*, a gathering with lots of snacking and laughter. We also celebrated the addition of new concentrators to the History community in late April. As the academic year comes to a close, we say goodbye to the seniors who will leave to make the most of their History concentration in the broader world. We are confident that the History DUG will continue to grow and support the ever-changing undergraduate community that calls the History department their academic home. □



BROUGHT TO YOU BY  
THE BROWN HISTORY DUG

# WRITING FOR HISTORY: A WORKSHOP

THURSDAY NOVEMBER 29, 2018  
5:00 - 7:00 PM  
SMITH-BUONANNO 201

PhD students in History will provide feedback and research/writing tips for undergraduate students working on final papers in History or other related fields.

Tea, drinks and cookies provided!

[www.facebook.com/BrownHistoryDUG/](http://www.facebook.com/BrownHistoryDUG/)

Posters from this year's DUG events

# HISTORY CAREER DAY PANEL

SUNDAY, NOVEMBER 4, 2018 | 1:30-3:00PM  
85 WATERMAN ST. ROOM 015

**ASHLEY CHUNG '08**  
Associate Attorney, Winston & Strawn LLP

**BOHAO WU '17**  
Ph.D Candidate, History, Harvard University

**EMMANUEL STEG '12**  
Aleph Capital Partners

**SYDNEY MENZIN '17**  
M.A. Candidate, Urban Education Policy Program, Brown University

Brown History DUG and the Department of History invite you to discover what a History degree might mean after Brown. Join us for a dialogue session with four Brown History alum panelists, each pursuing different career paths and with experience in different industries. Speakers will talk about their own experiences and how their concentration in History helped prepare them for their current work and career paths. Light refreshments will be served.



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# Beyond Bars and Beyond Binaries: Reflections on Professor Remensnyder's Course, "Locked Up"

By Sophie Kupetz '19.5

**D**uring the fall of my sophomore year Donald Trump became the 45th President of the United States. From my history classes, I understood that racism, sexism, classism, and xenophobia predated the election, yet I was still distraught that he won the presidency on a platform rooted in white nationalism. The weeks following the election, I questioned the meaning of my schoolwork, much of which felt disconnected from the current reality.

Fortunately, that same semester I took Professor Remensnyder's course *Locked Up: A Global History of Prisons and Captivity*. The course provided me with the framework to find meaning and focus in my Brown experience, both inside and outside the classroom. Beginning in antiquity and ending in the present, Remensnyder's course spans the globe in its examination of "the experience and meaning of imprisonment, whether as judicial punishment, political repression, or the fallout of war."

Professor Remensnyder teaches two sections of *Locked Up* each fall semester: one on Brown's campus and one in the men's medium facility at the Rhode Island Adult Correctional Institute. The two sections communicate via tape recorder. Professor Remensnyder explains that she teaches this course in the prison because she hopes that "by studying the history of the millions of people who have experienced captivity over the millennia, incarcerated people can better understand their own situation." And she believes that a "productive intellectual exchange about this subject between incarcerated students and Brown students can broaden and sharpen minds on both sides."

For me, our dialogues with incarcerated students did just this - they challenged me to think critically about the conception of punishment and liberty and to recognize that such conversations were not just theoretical, but affecting the lives of our classmates, as we spoke.

*Locked Up* leaves students with conversations, questions, and newfound understandings that impact us well beyond the semester long course. Olivia George, a first year student who took *Locked Up* last fall left the class motivated to "deepen this understanding [of the carceral state]" in her future studies at Brown and to engage in "anti-Prison Industrial Complex activism." After taking *Locked Up*, Meghan Mozea, a senior History concentrator, started tutoring at the prison through the Petey Greene program. She explains that four years later, "I bring the knowledge I gained from *Locked Up* with me every time I go through security and into an ACI classroom." My classmate, Joshua McCullough—who took *Locked Up* at the prison while I took it on campus—claims that the course helped shape the person he is today. McCullough, who has been out of prison for a year now explains, "[*Locked Up*] really gave me the strength and the encouragement to do better for myself."

Professor Remensnyder taught me that academia and activism can be complementary and mutually supportive. As I struggled to understand the role of my studies in a world that felt increasingly volatile, *Locked Up* set an example of how a course can transcend the gates of the University and break down barriers that separate people. Only through understanding the history of the modern Prison Industrial Complex, collaborating with people from a variety of backgrounds, and listening to those directly affected by incarceration, can we imagine alternatives and advocate for change. ▢



**Pictured (left to right) are Sophie Kupetz, Amy Remensnyder, and Joshua McCullough.**



# Graduate Program

I write these words at a bittersweet moment: my term as Director of Graduate Studies is drawing to a close while the awards, fellowships, and accolades for our graduate students continue to roll through my inbox. In truth, the work has been bittersweet as well: these are challenging times in which to be a graduate student, and therefore challenging times to be a DGS, or a person thinking about what graduate education should be. When I took this job on, it was because I considered it to be one that wrestled with some of the most critical and immediate problems in higher education. I am not certain that I or the profession have entirely found our answers, but frank assessments and some concrete plans do give a sense of forward movement. Here are some of the most important lessons I have learned in my three years working with the graduate program.

**Opportunities for expansive intellectual engagement and skills training for doctoral students continue to grow.** History students are funded and develop their work alongside scholars at every corner of campus: the Center for Latin American and Caribbean Studies; the Center for the Study of Slavery and Justice; the Cogut Center for the Humanities; the Digital Scholarship Lab; the Sheridan Center for Teaching and Learning and the Writing Center; the Swearer Center; and the Watson Institute, among others. They teach at partner institutions like Wheaton College. This year their research has been recognized by the American Council of Learned Societies, the Council on Library and Information Societies, and the Fulbright Program — and many, many highly significant programs that given out those smaller awards that are just as crucial to a student's progress and recognition in the field, and too many to enumerate here.

**As a consequence, our graduate students are ever more accomplished. It does not translate, however, that they are ever more confident during the course of their graduate careers.** Several newsworthy studies released in 2018-19 attempted to put numbers on a phenomenon academics have long felt to be the case via experience: that the graduate students encounter mental health challenges at rates greater than that of the population at large. As Colleen Flaherty noted in a 12/6/18 Inside Higher Ed piece summarizing these findings<sup>1</sup>, between constant deadlines; work that often occurs in isolation; imposter syndrome; financial anxiety; managing advising relationships; and the precarious job market, this finding is unsurprising. Pervasive questions of gender and racial equity in academic spaces add further pressures, as does the very question of professionalization. Something I have heard quite often from students is a longing for a space of intellectual and creative freedom, unfettered — at least for the moment — from professional concerns. I sympathize deeply with that longing, even as I recognize that it is the duty of a good advisor to ensure that a student is equipped and supported in their desired career when the time comes.

**Creating alternatives to the apprenticeship model of graduate training can be a scary step for both faculty and students, but it is a necessary one.** The leaders of the American Historical Association Career Diversity for Historians program, where we are one of twenty departments with an implementation grant<sup>2</sup>, have noted that ultimately this work is about much more than realigning graduate training with where History PhDs can and do get jobs (that is: about half will get jobs outside a tenure track faculty position.) It is also about deciding the purpose of history and history education. In the case of Brown I would argue that

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<sup>1</sup> To view Colleen Flaherty's findings, please visit [bit.ly/ColleenFlahertysFindings](https://bit.ly/ColleenFlahertysFindings)

<sup>2</sup> To view the implementation grant from the American Historical Association Career Diversity for Historians program, please visit [bit.ly/ImplementationGrant](https://bit.ly/ImplementationGrant)

it will involve applying the same amount of creativity and energy to our graduate curriculum and advising as we do our undergraduate teaching. Fortunately, we have examples to lead the way: inventive colleagues who practice co-advising, for instance, and graduate students who have been working hard to support their own research and work, whether it is through campus-wide unionization or through reading groups and professional support networks.

**History pedagogy is an intellectual as well as practical pursuit.** Conversations with the AHA revealed that history pedagogy has been a neglected part of graduate, especially doctoral, education nationwide. First, it is rare that professors are trained in any particular methodology of teaching or advising graduate students. Second, graduate students don't receive as much pedagogical training for teaching undergraduates as new faculty members do. This situation poorly serves all, and not only when new PhDs find themselves on the job market. The best teachers and public educators showed us how engaging with the scholarship on teaching and learning in history is as fully an intellectual pursuit as is the pure research which is the conventional bread-and-butter of graduate programs. Our new student-led pedagogy reading group has taken this maxim to heart.

**The single greatest step that faculty can take in working with graduate students is to consider the whole person.** Sometimes this entails difficult choices. This past fall, following an invitation from the university to review the terminal MA in History, the department voted to suspend that program pending a time when it might be strengthened (for instance, with a two-year curriculum bringing it closer to that at peer institutions, and identified sources of student support.)

Although the MA program has brought many wonderful students to Brown (including some now in our doctoral program), the faculty recognized the substantial financial burden it imposes for a brief yearlong window of academic opportunity. We will continue to welcome Fifth Year MA and Open Graduate Education MA students while we consider the future of responsible master's education in History.

For our current graduate students and incoming ones, this last principle should boil down to this: we owe you professional support – as a person in the discipline of history, wherever you may choose to pursue that work, from when you are first admitted as a graduate student — when we take on your intellectual development. I've enjoyed working with you, and look forward to continuing to create a humane and equitable discipline alongside you, in a different capacity.



*Rebecca Nedostup*

# Accomplishments of Graduate Students in 2018-19

## Thamyris Almeida

Won the Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship for the 2018-19 academic year.

## Anil Askin

Received a Middle East Studies Research Travel Grant for research in the Ottoman Imperial Archives in Istanbul, Turkey.

## Sam Caldis

Appointed Academic Affairs Specialist in the Brown University Graduate School.

## George Elliott

Received a travel grant from the Linda Hall Library and a short-term fellowship from the Science History Institute in Philadelphia.

Invited to speak at the Colonial Society Graduate Forum (Colonial Society of Massachusetts).

## Javier Fernandez Galeano

Received a Digital Humanities Summer Institute Tuition Scholarship; a Mellon/ACLS Dissertation Completion Fellowship; and the 2018 Martin Duberman Fellowship, City University of New York.

Published "Entre el crimen y la locura: relaciones sexo-afectivas entre mujeres y disconformidad de género bajo el Franquismo." *Encrucijadas*. (Forthcoming in May 2019) and "Cartas desde Buenos Aires: el movimiento homosexual argentino desde una perspectiva transnacional (1963-83)." *Latin American Research Review* (Forthcoming in September 2019).

## Brooke Grasberger

Received a CLIR Mellon Fellowship for Dissertation Research in Original Sources for the upcoming research year.

## Mayer Juni

Accepted to the Mellon Summer Institute in Spanish Paleography at the Huntington Library which will take place in Summer 2019.

## Amy Kerner

Received a Postdoctoral Fellowship for the academic year 2019-20 at the University of Michigan's Frankel Institute, to continue revising her dissertation on "The Fate of Yiddish in Argentina."

## Diego Luis

Received the John Carter Brown JM Stuart Fellowship for the 2019-20 academic year.

Published "The Armed Chino: Licensing fear in New Spain" in the *Journal of Colonialism and Colonial History* and has a forthcoming article in *Rethinking History* entitled, "Rethinking the Battle of Otumba: Entangled Narrations and the Digitization of Colonial Violence."

## Simeon Simeonov

### Articles

"With what right are they sending a Consul': Unauthorized Consulship, U.S. Expansion, and the Transformation of the Spanish American Empire, 1795-1808" (upcoming issue of *Journal of the Early Republic*, Winter 2019).

"The Consular Caribbean in the Age of Revolution: The Role of U.S. and British Consulates in the Spanish American Revolutions, 1797-1840," in *Memory, Migration, and Decolonisation in the Caribbean and Beyond, 1804 to the Present*, ed. Jack Daniel Webb (upcoming publication by London: University of London School of Advanced Studies Publications, 2019).

### Fellowships

McNeil Center for Early American Studies Dissertation Fellowship, 2019-20.

## Leslie-William Robinson

Received the following: The General and Mrs. Matthew B. Ridgway Military History Research Grant for 2019 from the United States Army Heritage and Education Center; a 2019-20 Interdisciplinary Opportunity at the Watson Institute for International Studies; a 2019-20 New England Regional Fellowship Consortium Research Grant; 2019-20 University of Michigan Bentley Historical Library Bordin-Gillette Fellowship; and a 2019-20 Princeton Library Research Grant.

## Master of Arts, 2018-19

Anil Askin

Samuel O. Christenfeld

Kate E. Creasey

Nicholas M. Dow

John Flynn

Ji Soo Hong

Fernando L. Norat

Zelin Pei

Emily A. Pierson

William P. Schedl

Yu-Cheng Shih

Michael Simpson

Diego Ramos Toro

Lillian Tsay

Dillon Brian-Thomas Webster

Ryan West

Joseph E. Williams

## Doctor of Philosophy, 2018-19

Filip Metro Anchidim Ani

Communities of Destruction:

A Biography of the Jewish-Romanian-Ukrainian Borderlands

Director: Omer Bartov

Amiri Ayanna

Ethics, Devotion, and Everyday Life:

Devotional Literature by Women in  
Germany's Long Fifteenth Century

Director: Caroline Castiglione

Sam Caldis

Brothers, Colleagues, and Power in Imperial Rome

Director: Jonathan Conant

Talya Housman

"To Plunder all under the Petty-coate":

Prosecuting Sexual Crime and Gendered Violence in  
The English Revolution

Director: Tim Harris

Amy Kerner

A Fragile Inheritance:

The Fate of Yiddish in Argentina (1930-1970)

Director: Michael Steinberg

Alicia Maggard

One Nation, under Steam:

Technopolitics, Steam Navigation, and the Rise  
of American Industrial Power

Director: Seth Rockman

Frances Tanzer

Performing Vienna:

Jewish Presence and Absence in Post-Nazi Central Europe

Director: Omer Bartov

## Director of Graduate Advising

By Jonathan Conant

In January 2018 the History Department launched a new position, Director of Graduate Advising (DGA), responsible for career and professional advising across the range of jobs available to professional historians, both inside and outside the academy. Currently held by myself, though the position is still very much in its formative stages, the DGA manages the department's proctorship (internship) with the Rhode Island Historical Society, coordinates with CareerLAB and the Graduate School on career development activities, helps to oversee the annual fall TA training workshop, serves as the department's liaison to the Sheridan Center for Teaching and Learning, and manages external grant and fellowship opportunities and proposals. In 2018–19, I also convened a series of open discussions and met individually with graduate students to talk about their sense of the needs of the program. This feedback has been instrumental in shaping this year's "What History Looks Like" workshops and lunchtime brown bag discussions, which focused on topics including the graduate advising relationship, teaching in a diverse classroom, writing an academic cover letter, applying for a major grant, and doing oral history. One of the great pleasures of serving as DGA this year has been to see our graduate students take up the baton themselves, and organize and develop projects that enrich our program: Herstorians (spearheaded by Stacey Murrell and Sarah Pearlman Shapiro), the Efficient Historian (spearheaded by Les Robinson), and the Pedagogy Reading Group (spearheaded by Juan Betancourt García and Stacey Murrell).

In spring 2018, the department further won one of twenty Career Diversity Implementation Grants, funded by the Mellon Foundation and administered by the American Historical Association. The grant allows us to hire a graduate



**Commencement 2018: (left to right) PhD graduates Rachel Knecht, Jonathan Lande, Brooke Lamperd, Anne Gray Fischer, and Christopher Gillett**

student full time as Career Diversity Fellow to help us develop more information about and relationships with partner institutions and with our students, faculty, and alumni. I have very much enjoyed working with our inaugural Career Diversity Fellow, Juan Betancourt García, on the range of issues that this entails, including strengthening our connections with our alumni and developing more robust pedagogical training within the department.

Taken together, the creation of the positions of DGA and Career Diversity Fellow mark an important step in the department's commitment to strengthening support around issues of career and professional development, for our current graduate students and for our alumni. ▢

# Afro-Sri Lankans: Finding connections between East Africa and the Pearl of the Indian Ocean

By Antonio Taylor, MA Student

**D**uring fall 2018, thanks to funding from the History Department's Open Fund and the Graduate School's International Travel Fund, I began preliminary research in Sri Lanka to seek out the African communities there that descended from East Africa, primarily from present day Mozambique. I was introduced to this topic by exploring different texts for my final paper project in Jeremy Mumford's Historical Crossings seminar in fall 2017. I was inspired by my core text, *Sing without Shame: Oral Traditions in Indo-Portuguese Creole Verse*, a great body of work explored by Kenneth D. Jackson, who provides a foundation for his own travel and scholarship. His initial scholarship 30 years ago portrayed a vibrant community of people who acknowledged their African origins while navigating the dominant Sinhalese culture. Like Jackson, I traveled to Sirambiadiya in the Puttalam district in Sri Lanka to get to know this population and learn more about how they viewed themselves within the African Diaspora.

My own research focuses on Mozambican migration. The opportunity to learn about this group's history is paramount since they covet their culture—song and dance, especially, which are endangered in Sri Lanka—and its role in their connection to the African continent. During the colonial period (Portuguese, Dutch and British) this group was called Kaffirs, but they have recently determined to call themselves Afro-Sri Lankans in the past decade as a way to distance themselves from what was seen as a derogatory term by the respective colonial powers. I collaborated with my colleague, Hansa Jayarathne at the University of Colombo, to learn more about his demographic work, and a friend, Roshan Ahamadon, to examine the Afro-Sri Lankan community



**After the Ceylon African Manja group sings and dance, we posed for a group photo. (August 2018)**

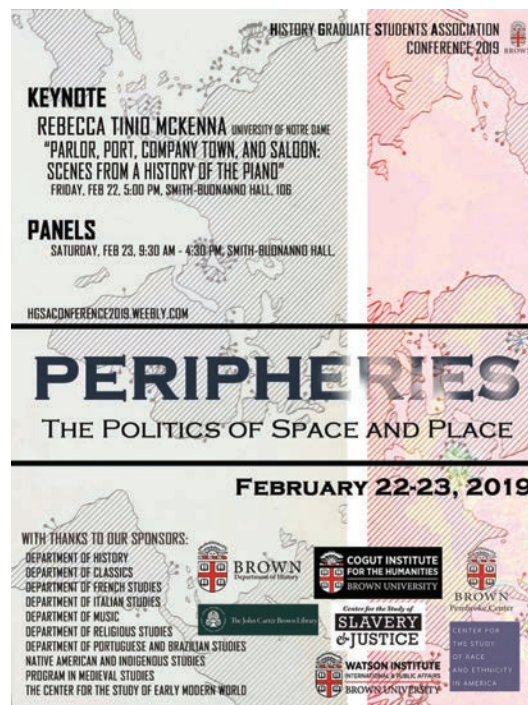
and its development in various locales. I'll be working with Jayarathne on a future paper to describe our respective historical and demographic analysis of the population.

I'm very fortunate that the History Department provides support in this manner to help students kickstart their research. Graduate students can apply to the Open Fund, which opened for applications last summer to support professional training, research and conference travel. ◻

# Annual History Graduate Student Conference a Success

On February 22 and 23, the History Graduate Student Association hosted its eleventh conference, “Peripheries: The Politics of Space and Place.” The conference began with a keynote lecture by Rebecca Tinio McKenna, entitled “Parlor, Port, Company Town, and Saloon: Scenes from a History of the Piano,” which explored issues of trans-Atlantic space in the production of ivory piano keys in the nineteenth century. The lecture was followed by a reception in Smith-Buonanno Hall. The following day, 19 graduate students from six colleges and universities presented their scholarship on a range of topics, including the politics of race and gender identity in modern U.S. spaces, the boundaries of belief and belonging in pre- and early-modern Europe and the Middle East, and the spatial history of American slavery. Two Brown History doctoral students were among the presenters: Ji Soo Hong discussed oil towns in late twentieth-century Siberia, and Keegan Cothorn presented his work on reclaimed land in twentieth-century Tokyo bay. For more information on this event, please visit the HGSA Peripheries Conference website.

By Rebecca Marrisseau and Stacey Murrell



For more information on the event, please visit [hgsaconference2019.weebly.com/](http://hgsaconference2019.weebly.com/)



## Documenting Indigenous Slavery in the Americas

In August 2018, graduate students and faculty from the History Department traveled to Bishkek, Kyrgyzstan, to attend the 6th Conference of the Asian Borderlands Research Network. Themed “Borderland Spaces: Ruins, Revival(s) and Resources,” the meeting was held at the American University of Central Asia. Yu-chi Chang, Rebecca Nedostup, Suvaïd Yaseen, and Vazira Zamindar formed a panel, “On the Politics of Loss: Making Geographies of History and Memory in India and China,” while Abihilash Medhi joined a session on resurgent frontiers in South Asian borderlands. □



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**The 2018-19 History Department Undergraduate Group (DUG).** The History DUG was critical, as ever, to the lively intellectual and social life of History concentrators. For their activities, and for news and notes related to the undergraduate concentration as a whole, we invite you to turn to page 30.



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