

Past Times

Wake Forest University
History Department Newsletter

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Dear Alumni, Friends, Members, and Supporters of the History Department,

Here's the 2015 edition of the *Past Times* consisting of updates about faculty, students, and alumni activities and accomplishments. They represent a wide array of interests and information.

We extend our sincere thanks to everyone for their contributions and assistance.

To our alumni, we hope to see many of you during the homecoming reception in September.

Last but not least, don't forget to send any updates and contributions to us between now and the next issue. As always, we love to hear from you!



FACULTY UPDATES

Lisa Blee, Associate Professor, published an article (with Jean O'Brien) "What's a Monument to Massasoit Doing in Kansas City? The Memory Work of Monuments and Place in Public Displays of History," *Ethnohistory*. Vol. 61, No. 4 (Fall 2014): 635-653. She taught a new version of HST 365: Public History, building an exhibit in collaboration with Project Re-entry and their clients and gave three presentations: "Who Owns Massasoit?" at the Native American and Indigenous Studies Association Conference, Washington, D.C., June 2015; "The Contemplative Classroom: A Glimpse at What Works" at Lilly International Conference on College and University Teaching and Learning, Bethesda, May 2015; and "A Jurisdictional Solution to Territorial Crisis on the U.S. Pacific



Frontier: Indigenous People, Federal Law, and the Making of a Settler Colonial Nation," at The Civil Wars of Japan's Meiji Restoration and National Reconciliation: Global Historical Perspectives conference, Winston-Salem, NC, January, 2015. Blee took research trips to Kansas City, Salt Lake City, and Plymouth/Boston in summer 2014 and in spring 2015, she traveled to Utah and Wyoming to conduct interviews on her project. She won the Teaching and Learning Center's Teaching Innovation Award for FYS: Nature, Environments, and Place in American Thought; Humanities Institute and National Endowment for the Humanities "Humanities Matters" and "Winston-Salem Partners" project grant for HST 365: Public History; and Stroupe Prize for Excellence in Scholarship. She organized public exhibit opening for student-curated "Release: From Stigma to Acceptance" at the Sawtooth School for Visual Art, January 17; public faculty-student symposium on mass incarceration and the criminal justice system to accompany the reception for

"Release" at the ZSR Library, March 19-20; and consulted on the script for George Catlin's "American Buffalo" exhibit at the Reynolda House Museum of American Art, February 13-May 3, 2015. *See Faculty Focus*.

Simone Caron, Professor, taught a new First Year Seminar entitled *Controversies in American Medical History*. She published two articles: "The International Politics of Reproductive History." *Journal of Women's History* 27.4 (Winter 2015) and "'Poison that Lurks in the Blood': Medical Views of Female Alcoholics in Late-Nineteenth Century American Society." *International Journal of Gender and Women's Studies* 2.2 (Summer 2014): 1-41. Caron is also the winner of this year's Henry S. Stroupe Award, in recognition of her accomplished work as teacher and scholar, and her support of the department's mission.

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Ben Coates, Assistant Professor. *See Faculty on Leave.*

Paul Escott, Reynolds Professor of History, published his new book *Lincoln's Dilemma: Blair, Sumner, and the Republican Struggle over Racism and Equality in the Civil War Era* (University of Virginia Press). A chapter from the book was featured on Salon.com and the University of Virginia Press website. Escott attended the Southern Historical Association's meeting in Atlanta in November; gave a talk at nearby Gordon State College; and presented a paper comparing the memory of civil wars in Spain and the US at The Civil Wars of Japan's Meiji Restoration and National Reconciliation: Global Historical Perspectives conference, Winston-Salem, NC, January, 2015. On campus, he participated in the Teach In on race and community and served as a panelist on *Mammies, Coons and Uncle Toms* that discussed views of African Americans in recent films. Escott reviewed documentary editing projects for the National Historical Publications and Records Commission and in May, he is scheduled to speak at a program on the Emancipation Proclamation for the Greensboro Historical Museum. He taught a new Life Long Learning course initiated by the Master of Arts in Liberal Studies (MALS) program.

Thomas E. Frank, University Professor and Department Chair, gave a paper at the annual ReVIEWING Black Mountain College conference in September 2014. The conference brings together scholars from many fields and various nations to discuss the intriguing story of this small experimental college that in its 23 years attracted numerous students and teachers who came to be among America's most renowned artists, writers, and educators. His paper explored the background of John Andrew Rice, one of the founding figures and first rector of the college in the 1930s, probing the question of how his formation as son and grandson of Methodist pastors and educators might have shaped how he understood the purpose and process of higher education. The paper was recently published as an article in the *Journal of Black Mountain College Studies* (Volume 7, Spring 2015): <http://www.blackmountainstudiesjournal.org/wp/>

Michele Gillespie, Presidential Endowed Professor of Southern History, was named the new Dean of the Wake Forest College. *See Faculty Focus.*

Beth Hopkins, Adjunct Professor, was appointed the national chair of the Constitution and Rules committee by Katrina Adams, the national president of the United States Tennis Association (USTA). As chair, Hopkins oversees the committee which is charged with reviewing the form of proposed new provisions or amendments to the Constitution, the Bylaws, and the USTA Regulations to reduce ambiguity, promote clarity, and keep all provisions in conformity with each other and with the official rules of the International Tennis Federation.

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Michael Hughes, Professor, published an article: “Rechtsstaat and *Recht* in West Germany’s Nuclear Power Debate, 1975-1983,” *Law and History Review*, May 2015. He will be spending time in Germany in May and June to do research for his next book, *Becoming Democratic: Germans and Political Citizenship, 1871 to the present*.

Stephanie Koscak, Assistant Professor, taught three new courses: HST 102 *Europe and the World in the Modern Era*; HST 223 *The British Isles from 1485-1750*; and HST 327 *Power and Profit in Britain*. She has continued to develop her research on print culture, visual culture, and the commercialization of royalism in early modern Britain, and she spent part of August researching at the British Library and the London Metropolitan Archives with the support of the History Department and the Dean’s Office. She gave three presentations: At the annual meeting of the North American Conference on British Studies in November, she presented a paper titled “Pocket London: Lost Objects, Print Culture, and Metropolitan Urbanity in the Eighteenth Century;” at the 2015 American Society for Eighteenth-Century Studies that met at Los Angeles, she presented “The Monarchy in the Marketplace: Royal Signs and Loyalist Fandoms in Eighteenth-Century London;” and at the 2015 Mid-Atlantic Conference on British Studies at Johns Hopkins University, Koscak presented “‘Plots to Make Plots’: Restoration Print Culture and the Re-Enchantment of Politics.” This summer, she plans to finish the final research for her book, provisionally titled *Reinventing Reverence: Pictures, Print, and the Rise of Popular Royalism in Early Modern Britain*. See *Faculty Focus*.

Monique O’Connell, Associate Professor, presented papers on her ongoing project about Venetian empire and Renaissance strategies of persuasion and communication at two conferences this year: At the Sixteenth Century Studies Society meeting in New Orleans in October 2014 and at the Renaissance Society of America meeting in Berlin, Germany in March 2015. She also gave two invited lectures in California in January, one to the Italian Studies program at the University of California at Berkeley and one to the History Department at Stanford University. She participated in a workshop on popular protest and popular politics in early modern Venice at the University of Amsterdam in February. Her article in honor of her mentor Benjamin G. Kohl, “Legitimizing Venetian Expansion: Patricians and Secretaries in the Fifteenth Century,” appeared in the volume in *Venice and the Veneto during the Renaissance: the Legacy of Benjamin Kohl*, edited by Michael Knapton, John E Law, and Alison Smith (Reti Medievali E-book and Firenze University Press, 2014): 71-87. This summer, O’Connell will travel to St. Petersburg in order to participate in a workshop dedicated to merchant networks in early modern Europe and will, thanks to the support of the William C. Archie fund, return to the Biblioteca Marciana in Venice as well as several other Italian archives.

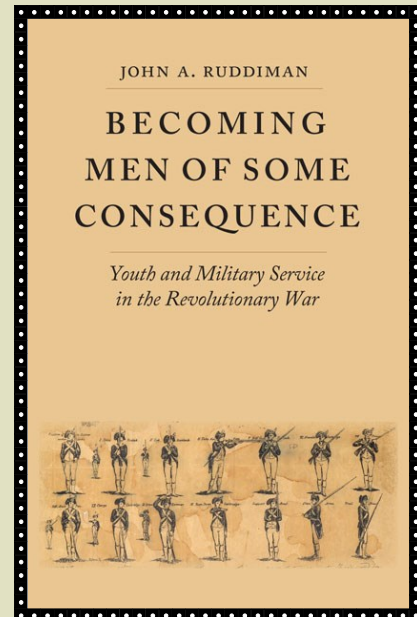
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Nate Plageman, Associate Professor, published “Music, Dance, and the Study of Africa” in *Oxford Bibliographies in African Studies*, edited by Thomas Spear (New York: Oxford University Press, 2014). It is available at: <http://www.oxfordbibliographies.com/view/document/obo-9780199846733/obo-9780199846733-0153.xml?rskey=EidDWr&result=69>. He gave two presentations: “Rethinking our One-Sided Narrative,” an invited presentation for Ebola at Home and Abroad, a symposium sponsored by the Center for Bioethics, Health, and Society, the Center for Enterprise Resource and Education, and the Department of Biology, Wake Forest University, Winston-Salem, NC. February 12, 2015; and “Assessing Africana Collections from the ‘Bottom Up’: Reflections from the Realm of Undergraduate Research”. Presented for an Africana Librarians Council Panel at the Meeting of the *African Studies Association*, Indianapolis, IN, November 20-23, 2014. This summer, Plageman will travel to Ghana to conduct archival and oral research for his second book project focused on Sekondi-Takoradi, an urban area in the country’s Western Region. While in Ghana, he will also travel across the continent to Zanzibar to attend an international conference “Memory, Power, and Knowledge in African Music and Beyond” to be held at the Dhow Countries Music Academy and sponsored by the Center for World Music, University of Hildesheim (Germany), the University of Cape Coast (Ghana), the University of Maiduguri (Nigeria) and the African Music Archives at Johannes Gutenberg University, Germany. There, he will present a paper entitled “Performances of Power?: The Colonial Office, the Gold Coast Police Band, and the Unanticipated Impacts of a 1947 Tour of Great Britain.”

Rais Rahman, Associate Professor, had an article, “Beyond centre-periphery: qasbahs and Muslim life in South Asia,” reprinted in an edited volume titled *Culture, and Power in South Asian Islam: Defying the Perpetual Exception* (London: Routledge, 2015) in March and he gave a presentation on “Understanding the Contours of Cosmopolitanism in India: The Case of Bombay Muslims” at the first South Asian Muslim Studies Pre-Conference at The Annual Conference on South Asia, Madison, WI, October 16, 2014. At the same conference, he chaired a panel on *Education, Devotion, and Reforms: Communal Aspirations in Religious Contexts*. Last summer, Rahman taught a new course LBS 709 *Bollywood: Culture and Identity in Modern India* for the Master of Arts in Liberal Studies (MALS) program and in Spring 2015, he delivered a series of lectures to help students from Wake Forest business school prepare for a trip to India. His first book titled, *Locale, Everyday Islam, and Modernity: Qasbah Towns and Muslim Life in Colonial India* (Oxford University Press, 2015) will be published later in May. With the help of an Archie Grant, he will be traveling to India this summer to conduct research in the cities of Mumbai and Delhi for his second book project on Muslims and cosmopolitanism. Rahman is the recipient of this year’s Nathan and Julie Hatch Prize for Academic Excellence, awarded by the Office of Provost, which will take him to Oxford University for a week of research and writing in late June. He has also received funds from the Center for Global Programs and Studies to attend an international faculty development seminar at Beijing.

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Jake Ruddiman, Assistant Professor, published his first book, *Becoming Men of Some Consequence: Youth and Military Service in the Revolutionary War* (University of Virginia Press) in November 2014. He is scheduled to give an invited presentation on his book at the annual meeting of the Society of the Cincinnati in May 2015 and presented new research titled "Is This the Land of Liberty? Continental Soldiers and Slavery in the Revolutionary Tidewater and Low Country" at the Massachusetts Historical Society's conference on "So Sudden an Alteration: The Causes, Course, and Consequences of the American Revolution" this April. His paper examined the way region and war shaped anti-slavery thinking for northern soldiers fighting in southern states. Earlier in the fall, he helped research and shape an episode of The Learning Channel's genealogical discovery program "Who Do You Think You Are?" The episode, starring actor Bill Paxton and examining his Revolutionary War and frontier-settler ancestor, first aired in April. Catch it as it repeats!



Penny Sinanoglou, Assistant Professor, gave an invited paper, "Mapping a British Future in Palestine: Cartography as Resistance to the End of Empire" at a conference at UNC-Chapel Hill on "Lost Futures in the History of European Empires" in September 2014. In November, she presented some of her new research at the North American Conference on British Studies in Minneapolis, MN in a paper entitled "Marriage and British Nationality, 1870-1948." During the fall semester, Sinanoglou consulted for an exhibition entitled *Zones of Contention: After the Green Line* at the Weatherspoon Museum at UNC-Greensboro. Thanks to an Archie fellowship, Sinanoglou spent part of the winter conducting research in the Law Library of the Library of Congress in Washington, D.C., for her new book project on marriage law in the British Empire, and she will continue research for this project over the summer in London. In May, Sinanoglou will present an invited paper, "Britain and the Establishment of the Middle East Mandates" at a conference sponsored by NYU-Prague on "The Long Great War: Imperial Wars, National Revolutions, and Anti-Imperialism from 1914."

Charles L. Wilkins, Associate Professor, published an article, "The Self-Fashioning of an Ottoman Urban Notable: Ahmad Efendi Tahazâde (d. 1773)," *Osmanlı Araştırmaları/The Journal of Ottoman Studies* 30 (2014): 343-75 and presented a paper titled "Patterns of Leadership in the Guilds of Seventeenth-Century Ottoman Aleppo" at the Middle East Studies Association (MESA) conference, Washington DC, 22-25 November 2014. On campus, Wilkins gave a presentation on "Sectarianism in the Middle East," part of the Great Decisions lecture series organized by the Shepherd's Center, Winston-Salem on March 26, 2015. Wilkins won a Faculty Research Fellowship,

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National Endowment for the Humanities (NEH), July 2015-June 2016, for the book project, "Lives Astride: A Social and Cultural History of Ottoman Aleppo, 1516-1918." While on research leave for the 2015-16 academic year, he will be based in Winston-Salem but will undertake multiple research trips to Turkey. He also won a Resident Fellowship, Institute for Advanced Study, Princeton, NJ, Spring 2016 (declined) and an Archie Grant for research in Turkey during May-June 2015. Materials to be collected during this trip to archives in Istanbul will be used for the book project, "Lives Astride."

Mir Yarfitz, Assistant Professor, taught a new course on the history of Jewish Migrations to the Americas, which compares the experiences of Jews in the US and Latin America, incorporating food, jokes, and the moving image as a counterweight to racial stereotypes and repression. He explored the cutting edge of gender and sexuality studies as co-coordinator of the Humanities Institute's Faculty Seminar "Beyond Gay Day," and member of the American Historical Association's (AHA) Committee for the Boswell and Nestle Prizes in LGBT History. Yarfitz's ongoing research on Argentine transgender history took on a new aspect through a panel presentation focusing on rumor and gossip at the AHA's annual conference. This summer, he looks forward to completing his book manuscript, *White Slaves and Jewish Masters: Marriage and Pimps' Mutual Aid in the Argentine Sex Migration Wave*, with help from Wake's new Summer Research Award, and collaborating on the subject with international scholars at a related conference at the Birkbeck Institute for the Humanities in London.

Qiong Zhang, Associate Professor, published her first book *Making the New World Their Own: Chinese Encounters with Jesuit Science in the Age of Discovery* (Brill, 2015): <http://www.brill.com/products/book/making-new-world-their-own-chinese-encounters-jesuit-science-age-discovery>. She made two international conference presentations and gave one invited talk this academic year: She presented a paper, "New Discourses on Qi as a Material Medium in Seventeenth Century China: the Case of the Fang School," at the History of Science Society annual conference held in Chicago on November 6-9, 2014, as part of a panel she organized, "The Greater and Lesser Circulation of Scientific Concepts in Early Modern East Asia: Aristotle, Newton, and the New Lives of the Notion of Qi (Ch'i)." In March 2015, she presented a paper, "Alfonso Vagnoni and the Circulation of Aristotelian Meteorology in Seventeenth-Century China," at the Renaissance Society of America annual conference held in Berlin, Germany (March 26-28, 2015). During her visit in Berlin, she gave an invited paper at the Max Planck Institute for the History of Science in Berlin on March 31, entitled "Towards a "Science" for Reading the Sky: Uses of Aristotelian Meteorology in 17th-Century China." These papers are drawn from her new book project, "Where Have all the Dragons Gone? The Gradual Disappearance of a Semi-Divine Existence from Chinese Cultural Imagination." Zhang received an Archie Fund for the Arts and Humanities for the project and will travel to Beijing this summer to conduct research at the First Historical Archives of China and the National Library of China.

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Wake Forest and Winston-Salem Stephanie Koscak

Upon the completion of her first year at Wake Forest, Assistant Professor Stephanie Koscak reflects upon settling in here at Wake and Winston-Salem:

My first year at Wake Forest has been busy and exciting, full of new people, places, courses, colleagues, and students. As a Connecticut native—with recent, lengthy sojourns in Los Angeles and Indiana—it is wonderful to be back on the East Coast, closer to family and yet far south of the dreaded New England winter. Wake is a unique university that provides unparalleled possibilities for faculty-student engagement, and I have developed strong and lasting bonds with first-year students and upper-classmen in my divisional classes and courses on British history. In the fall, I was delighted to secure funding from the History Department for two history majors, both juniors, to accompany me to the 2014 Southern Conference on British Studies in Atlanta, which met in tandem with the Southern Historical Association. Both students were working on their own research papers related to early modern British history at the time, and traveling to the conference allowed them to attend presentations by established scholars and advanced graduate students in the field working on related topics. These kinds of professional opportunities are essential for undergraduates, and I think it is commendable that the History Department and Wake support such initiatives. Not only did these students have the opportunity to meet with and talk to scholars whose published works they had read in recent history courses, they learned that crucial aspects of historical research and writing take place outside of the archive and the library. Scholars develop ideas through dialogue and cross-disciplinary discussion with colleagues and friends, and this is one of the key reasons we travel to conferences to share our work with each other. I try to model these sorts of activities within my classes at Wake, and I hope that students continue conversations and discussions outside of the classroom.

Similarly, I am impressed by Wake's genuine commitment to the teacher-scholar ideal, which faculty strive to embody in interesting and exciting ways. Colleagues in the History Department and across the university are eager to involve students in research initiatives. This year alone, they have done so through collaborative archival research, through public history projects at Wake and within the Winston community, and through conference papers jointly written and presented with students at major national conferences. This level of engagement is exemplary and exceedingly rare, clearly a model for others to aspire to. Students not only gain insight into the discipline of history, but they learn essential professional skills, such as how to develop their ideas through writing, how to present and critique work with confidence and clarity, and how to engage in respectful debates with colleagues and mentors. These skills will benefit them in any and all future endeavors.

When I'm not developing and teaching courses on British and Atlantic history, I'm working on finishing my book about print and visual culture and the commercialization of royalism in Britain from the later seventeenth century. This year I have also tried to spend time getting to know

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Winston-Salem and its environs, and my two rescue dogs, Essex and Maddie, enjoy hiking in the local North Carolina hills. For all of its history, Winston-Salem has a vibrant arts scene and a youthful downtown with great food, public spaces, and entertainment. More so than I expected, moving here from Los Angeles was an easy transition. The History Department is warm, collegial, and supportive, and the town has much to offer. This summer, I'm especially looking forward to exploring the extensive collections at the Museum of Early Southern Decorative Arts in Salem. In the fall of 2015 I am offering a new class on the history of fashion and commercial culture during the period

On "Release: From Stigma to Acceptance"

Lisa Blee

Public History is a field broadly defined as applied history, or the presentation of history with and for public audiences. To me, public history is defined by a process of collaboration that concludes with a publicly-displayed project. In the Public History course students conduct research on a topic and then grapple with how much authority to share with their collaborators while presenting their interpretations to public audiences in a clear and accessible way.

In the spring of 2014 I began planning for the fall Public History course. I chose to partner with Project Reentry, which began in Forsyth County and now provides services inside prisons and in communities across the state. It is a program within the Piedmont Triad Regional Council's Criminal Justice Department that assists former offenders returning to the community in avoiding the potential pitfalls associated with life after incarceration.

Over the summer I worked with the program coordinators to design the class project. We decided that public history students would interview graduates of Project Reentry and curate their artwork and writing into an exhibit about the experience of reentry. Project Reentry staff invited graduates with artistic talents to work with the students, and they also made it possible for groups of students to attend Project Reentry classes inside Forsyth Correctional Center, a minimum-security prison for men just up the road from Wake Forest. A diverse group registered for the course, including an auditing student, a Masters student in the Graduate Program for Sustainability, and three history majors: Mallory Allred, Abby Brown, and Caroline Green. After visiting the prison in September, students interviewed five program graduates and collected their artwork, poetry, music, and short stories. The class also visited the New Winston Museum and Old Salem, and assessed exhibits at Elsewhere, the International Civil Rights Museum, and Reynolda House Museum of American to become familiar with different curatorial approaches. After discussing their shared goals for an exhibit and what they learned in their research, prison visits, and interviews, the students identified the main themes of the exhibit. Next they selected interview quotes and artwork that would best communicate these ideas to viewers. In the initial step in the collaborative process, the students presented the exhibit's interpretive points to Project Reentry staff and interviewees. Next the class pitched the proposed exhibit – complete with labels and panel text – to a group of experts that included Project Reentry staff, an interviewee, a professional curator from Reynolda House, and the

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UNC-Greensboro Public History program director. The students then had two weeks to incorporate the feedback into the final revisions of the exhibit, and the project went to the printers over the winter break.



The final exhibit, “Release: From Stigma to Acceptance” opened at Sawtooth School for Visual Art in downtown Winston-Salem on January 17, 2015. This unique reception attracted a large and diverse audience, and the students led a discussion of the process of creating the exhibit to a standing-room-only crowd. Project Reentry program coordinator and founder Rebecca Sauter addressed the audience about their experience with the project, and two of the interviewees featured in the exhibit played music they had written while incarcerated.

On March 20 the exhibit moved to the ZSR Library atrium, and the opening was preceded by a two-day student-faculty symposium on mass incarceration and the criminal justice system sponsored by the Humanities Institute. The symposium, conceived by students Caroline Green and Malory Allred, helped to frame the exhibit for the Wake Forest community and highlight their own and other WFU student-directed projects involving prisoners and former offenders. In May the exhibit will permanently move to Project Reentry’s office location at Goodwill Industries on University Boulevard. Project Reentry program coordinators are excited to show the exhibit to visitors because it shows the importance of their work as well as the humanity of former offenders who have much to offer their communities. As the student-curators argue in the exhibit, former offenders are men and women with valuable experiences, hopes, and difficulties – in short, no different from you and

The New Dean of the College Michele Gillespie

Michele Gillespie, Presidential Endowed Professor of Southern History, has been appointed as the new Dean of the College, with academic oversight for the undergraduate school of arts and sciences. Gillespie will begin serving as dean July 1. Below is the reproduction of an article that Kim McGrath of the Office of Communications and External Relations wrote for the university’s website:

Gillespie joined the Wake Forest faculty in 1999. She was named Kahle Family Professor of History in 2003 and served as associate provost for academic initiatives from 2007-2010. In 2013,

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Gillespie was the first Wake Forest faculty member to be honored with an endowed Presidential Chair, which recognizes and supports faculty who excel in both academic leadership and outstanding scholarship. She also serves as the faculty representative to the Advancement Committee of the Board of Trustees.

“I am humbled and thrilled to be assuming the role of dean of the college,” Gillespie said. “Since arriving at Wake Forest, I have come to know and respect the many incredible faculty and staff who are committed to making Wake Forest a place of transformative education for our students. I look forward to working together with those faculty who have been with Wake Forest for many years and those who are newer to our community and those yet to join us in our pursuit of academic excellence.”

She is the author or co-editor of twelve books. Her most recent nationally-recognized work, “Katharine and R.J. Reynolds: Partners of Fortune in the Making of the New South,” presents 10 years of in-depth research on R.J. and Katharine Reynolds, on whose 300 acres of property Wake Forest now stands.

A noted teacher, scholar, historian and author, Gillespie balances academic rigor with integrating community engagement into her work and her classes. In 2010, she was honored as a pioneer in the national service-learning field with North Carolina’s Robert L. Sigmon Service Learning Award. She is currently working with history honors students on providing St. Benedict the Moor Catholic Church in Winston-Salem with 30 oral histories of parishioners to celebrate the church’s 75th anniversary.

“During our search, which attracted top-flight candidates literally from across the globe, it became clear that Michele possesses the understanding of teaching, scholarship and community that are essential for guiding Wake Forest’s undergraduate academic experience and scholarly mission,” said Wake Forest Provost Rogan Kersh. “Her combination of experience in multiple roles, abiding love for our institution and passion for enhancing students’ lives, and national reputation, made her an ideal choice.”

Gillespie earned an M.A. and Ph.D. from Princeton University and a B.A. from Rice University.



FACULTY ON LEAVE

Legalist Empire Ben Coates

Assistant Professor Ben Coates tells us about his upcoming book and his junior research leave during 2014-15:



I was fortunate to spend this year on sabbatical, courtesy of a Junior Research Leave. This allowed me to devote my time to finishing revisions on my manuscript, *Legalist Empire: Civilization, International Law, and U.S. Foreign Relations in the Early Twentieth Century*, which will be published by Oxford University Press. The book explores the role of law in the emergence of the United States as a great power after the Spanish American War of 1898 and traces the surprisingly influential careers of some key lawyers who circulated freely between policymaking, academia, corporate work, and professional service. From Panama to Cuba to World War I and beyond, lawyers provided a rationale for imperial power as well as the institutional expertise to administer it, and thereby helped forge a sensibility that made it possible for a nominally anti-colonial nation to imagine itself as an imperial world power.

This has been an especially interesting year to be writing about such matters, as legal controversies have infused countless foreign policy debates, from the use of US drones and surveillance overseas to the authorization of military force in Syria, and many other debates about the role of American power abroad. While not working on the current book project, I began a second one tracing the history of international sanctions, a topic that features constantly in today's news yet has received surprisingly little attention from historians. I also completed final revisions to an article on the relationship between international law, hegemony, and military intervention, which will appear in the *Journal of American History* this Fall.

While I have missed teaching Wake Forest students this year, I am happy to have had a chance to recharge my teaching batteries, so to speak, and am looking forward to teaching again the survey course on the History of the United States in the World in the coming year, as well as a research seminar in the Spring. Last Fall I served on a teaching roundtable at the annual meeting of the American Society for Legal History, and I am excited to share with my students some insights from that conference about how both constitutional and international law have shaped the exercise, limits, and interpretations of American power over the past two and a half centuries.

STUDENT UPDATES

Mallory Allred ('16), **Caroline Green** ('16), **Abby Brown** ('16) received a CCI-IAC summer grant for a collaborative project, a public exhibit titled *Humanizing the Mechanical Eye*, to be curated under the supervision of Professor Lisa Blee. The exhibit will feature the work of Sawtooth School for Visual Art artists and will explore ways to reconcile the human eye with a number of mechanical inventions that have radically affected human vision. The exhibit will open at Sawtooth in downtown Winston-Salem in the fall of 2015.

Caroline Angle ('15) was awarded a paper prize for her presentation at the Phi Alpha Theta Georgia Regional Conference at Reinhardt University in Waleska, Georgia on March 28, 2015. *See Student Focus.*

Madeline Coffey ('17), has received a Wake Forest Research Fellowship for a summer research project involving oral histories with working-class southern women. *See Student Focus.*

Brian Hart ('16), was awarded a Richter Scholarship. He will travel to Shanghai, Wuhan, and Beijing and adjacent rural areas in China this summer to collect, archive, and study examples of Chinese propaganda art from the past few decades, especially those related to the current campaign to pursue "China Dream."

Ryan Lawrence ('15) presented a paper titled *Constantine's Christianization of Paganism* on March 27 at the North Carolina Association of Historians' annual conference in Fayetteville, NC. He has also been accepted into the Master of Arts Program in the Social Sciences at the University of Chicago for the 2015-2016 academic year. Lawrence will be studying there with a focus in Byzantine History. *See Student Focus.*

Jessica Lockhart ('15) has received a full scholarship to the MA in Management at Wake Forest Business School.

Giuliana Savini ('17) presented a paper titled "Emperor Hadrian and Rabbi Akiba" at the annual meeting of the North Carolina Association of Historians in Fayetteville, NC on March 27-28, 2015. *See Student Focus.*

Alexis Slater ('16) has been awarded a summer internship at the National Portrait Gallery.



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History: Intriguing and Inspiring Caroline Angle ('15)

History senior, Honors student, and Phi Alpha Theta President Caroline Angle talks about her experiences in the Department and how History courses added to her skills and abilities:

I have always loved history, but when I started classes at Wake Forest, I didn't want to be a History major. I thought my classes would be dull, my professors old and boring, and my reading load unmanageable. However, my experience as a History major has been just the opposite. (Well, except for the reading load. That was actually pretty tough).

My History classes have been intriguing and challenging, and my professors inspiring. Every semester, each course and each faculty member has taught me a valuable lesson. My First Year Seminar with Dr. Sinonaglou taught me that, far from being a restrictive discipline, History allows me to study and to write about my passions and my interests. Dr. Rupp taught me the benefits of close reading (and the perils of not reading your homework closely enough!). Dr. Bobroff's seminar course encouraged me to look at new perspectives, turning traditional history on its head. Dr. Escott challenged me to succeed even after multiple failures, and Dr. Rahman taught me that History can be found in the most unlikely of places (even Bollywood films!). Dr. Wilkins and Dr. Gillespie have opened my eyes to new ways of writing and researching. And Dr. Plageman has refused to give up on me throughout the year-and-a-half long process that has been my Honors thesis, which means more to me than I can say.

I am so grateful to have been a student of these incredible professors, and others, who have never taught me but have still had a lot of influence on my academic life. Even outside of my courses, the Wake Forest History department has opened so many doors for me over the past four years. The support of faculty, staff, and students has awarded me a new leadership role in Phi Alpha Theta, a chance to apply real-world skills through oral history research, an opportunity to present research at conferences, and a challenge to defend my work to a committee. Being a History major has been a huge part of my academic life over the past four years, and has had such a positive influence on my time at Wake Forest. I am so grateful for that, and for the skills and abilities I have developed and will carry with me for the rest of my life.



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What has the History Department meant to me?

Ryan Lawrence ('15)

Ryan Lawrence, a History and Art History double major and senior, on his years at the History Department:

What has Wake Forest's History Department meant to me? It certainly has been more than reading passages from books written by court historians from a bygone era. And it absolutely has been more than the thousands of words I've written in papers focusing on topics ranging from the Emperor Constantine's role in the Christianization of Europe to the Barbary Corsairs' part in the development of modern European diplomacy. Even the people with whom I have interacted and developed relationships, be they professors or students, are only a part of the entire experience in the History Department. My four years as an undergraduate (and my two and a half years as an official history major) have taught me something so simple on the surface, yet so incredibly enlightening: a window into the myriad ways people of all walks of life think.

If two people sat down after having read the same piece of writing, whether it was a scholarly historical article, a pulpy novel, a business earnings report, or a high-minded piece of philosophical writing from Ancient Greece, they would have gleaned distinct concepts or meanings from that reading. This seems obvious; no two people are the same, why would they read things exactly the same way? The very fact that this is such an apparent phenomenon is the beautiful concept about my education as a history major at Wake Forest: I have been introduced to so many different writings and discussed them with so many different students and professors that history has become less about dates, facts, and events than it has become a study of people and thought.

Over the course of the past four years, I have watched the evolution of my interpretational methods change under the aegis of Wake Forest University. My interactions with the range of texts for class readings and research projects and my discussions of them in classes and in papers has shifted from mere memorization of concrete facts into analytical investigations of methodologies and forming my own original thoughts on those interpretations. I credit Wake Forest and its history faculty members for pushing me to transcend the world of concrete history into the realm of abstract historiography.

As I look ahead to my future in graduate school at the University of Chicago, I cannot help but feel that Wake Forest has given me a set of interpretive skills that will not only help me in studying and researching history, but in day-to-day life. My understanding of how many different sides there are to a problem or the distinct viewpoints that people hold on a topic will aid in my negotiation of those divergent opinions. I have worked hard in my time at Wake Forest, but it was the faculty, my fellow classmates, and the rigorous nature of this school and this history department that pushed me to test the limits of my own thought processes. From presenting a paper to a conference full of seasoned professors to formulating my own original research in a seminar, Wake

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The Joys of Presenting Paper at a Conference Giuliana Savini ('17)

Giuliana Savini is a rising junior. With the help of an award from the History Department, she attended and presented a paper at the annual meeting of the North Carolina Association of Historians (NCAH) in Fayetteville, NC on March 27-28. Here, Savini shares some details about what it meant to present a paper at an academic conference:

In the spring of 2014, I took HST 312: Jews, Greeks and Romans with Dr. Lerner. In this class, I felt as if my learning experience (and enjoyment) in that course was the best I'd had at Wake thus far. It quickly became my favorite class, due to the nature of our lively discussions, as well as Dr. Lerner's passion for the subject. My final research paper for this class was the one he prompted me to submit.

There were many factors that led to my initial nerves about the NCAH conference. I was hesitant because of my young age, the fact that I'm a Classics major not a history major, and my lack of experience with presenting papers. Dr. Lerner continued to assure me that I was more than qualified and prepared for the conference, though. He was right. I attended the conference with Ryan Lawrence, a senior who was also in HST 312 with me.

Upon arrival, I was surprised at how intimate the conference was. There were about 40 presenters, and besides the panel moderators, the presenters made up the whole conference. Ryan and I were surprised to see that most of the panels were about American history. Our panel, titled "Religion in the Ancient World," stuck out like a sore thumb, which proved to eventually be a benefit to us.

On the first day, Ryan and I attended a couple paper presentations before our panel, which was scheduled later that day. The presenters were all either current or retired professors. I'd say most of them were between the ages of 40-60. There were also about 3 graduate students. Ryan and I were the only undergraduates, with myself at 19 being the youngest. As I was listening to the morning's presentations, this age disparity worried me greatly. But I just kept remembering what Dr. Lerner told me—I was an expert on my topic, and I was more than qualified.

To my surprise, my panel was the most heavily attended due to its unique topic. It was a full house, but I love public speaking, so this 20-minute presentation was not an issue for me. Ryan was also in my panel, and after we both presented we stood at the front for what turned out to be 30 minutes of Q&A. This was easily one of the hardest things I've ever had to do, but Ryan and I hit it out of the park. We were able to respond to every question and to provide the audience with new insights. It was an extremely lively discussion.

The reaction to our presentation was the best part of the conference. Many professors came up to us after and asked for our contact information, as well as a professor from Campbell University asking Ryan and I to submit our papers for an award. Additionally, everyone thought we were masters students working on our theses, and they were quite surprised to find out I was a 19 year

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old undergraduate.

The greatest compliment came at dinner that night. The president of the NCAH, Brian Edwards, came up to Ryan and I and told us that our papers and our performance during the Q&A were brilliant.

I now laugh at how nervous I was. This experience has not only given me great confidence, but I now want to attend many more conferences and continue to write more papers. I'm very thankful that I have a mentor like Dr. Lerner. He continues to fan the flames of my passion for history. I hope to take many more classes with him, as I have never learned more or enjoyed myself more in a class than I did with him.



An Eye-Opening Experience Ryan Lawrence ('15)

Ryan Lawrence, a History and Art History double major, attended and presented a paper at the annual meeting of the North Carolina Association of Historians (NCAH) in Fayetteville, NC on March 27-28. An award from the History Department made it possible and here Lawrence sums up how invaluable the entire experience was:

In late March 2015, I presented my paper *Constantine's Christianization of Paganism* at the conference held by the North Carolina Association of Historians in Fayetteville, North Carolina. Dr. Jeffrey D. Lerner recommended that I present this paper after I had submitted it in his course called *Romans, Greeks, and Jews*. It proved to be a valuable and eye-opening experience for me. I worked tirelessly in the days leading up to the conference to make sure that my paper was ready to be presented and that I would be able to read it without stumbling over my own words. Even though it was my first conference, I wanted it to seem as though I was actually a seasoned veteran to the people to whom I presented. The preparation paid off and my fellow classmate, Giuliana Savini, and I both presented our papers with relative ease. We both stood at the podium together after reading our papers and endured extensive questions that branched away from our original topics of research. After our presentations, we listened to a wide variety of talks ranging from how slavery and the Constitution of the United States related to each other to a former General of the Army explaining the various failures of the wars in Iraq and Afghanistan. In summation, this experience was extremely beneficial to my studies of history. I saw recent scholarship in action and actively participated in expanding the subject matter of a conference.

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On the Museum Conference Mallory Allred ('16)

Mallory Allred ('16) and Caroline Green ('16) attended the North Carolina Museum Council Annual Conference at Durham, NC on March 29-30. Mallory Allred writes the following about her experiences:

The two day conference was hosted at Durham's Washington & Duke Inn and Golf Club. Beginning Sunday afternoon, the conference included a tour of downtown Durham originating at the innovative History Hub. On Monday, talks were hosted throughout the Washington & Duke. One such talk was led by local Winston-Salem museum curator Chris Jordan of the New Winston Museum. His talk focused on the collaborative New Winston Museum exhibit *Our City, Our School* which explores the relationship between Winston-Salem and The University of North Carolina School of the Arts. Other talks were hosted by various museum professionals.

The conference was informative and offered valuable insights into the world of small museums in North Carolina. Providing wonderful networking opportunities, the conference welcomed museum professionals of all ages and students from many stages of education. The next conference in 2016

Summer Research Project Madeline Coffey ('17)

Madeline Coffey has received a Wake Forest Research Fellowship for a summer research project involving oral histories with working-class southern women. Here's an abstract of her research project:

The history of Southern women within Twentieth Century social movements is one of many different motives and levels of participation. Women of the South were no exception to the radical waves of feminism of the Women's Suffrage Movement as well as the Women's Liberation Movement. Refusing to be seen as a political prop by white, male politicians in the 1910s and 1920s, women took action against those who used white women as an excuse to cause injustice to black men. Later, during the Women's Liberation Movement, women joined the Civil Rights Movement to accomplish their goals as women as well as those of the black community. These narratives of social movements would not be complete without the stories of the individuals that participated during this time. Oral histories provide an individualistic aspect that brings these historic, activist initiatives to life. However, two problems related to oral histories need to be addressed. First, when it comes to Southern women, activists are oftentimes distinguished primarily by racial categories; specifically, women are talked about in terms of their whiteness or blackness when their sub-region within the South could prove to be a much better indicator of political ideology. Second, many of the women featured in published oral history accounts belonged to activist organizations or were, at least, col-

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lege educated. My project will attempt to solve these two primary issues by collecting oral histories from a variety of women from many different backgrounds, regions, and levels of activism who have lived through the Women's Liberation Movement (1950-1970). In order to increase accessibility and understanding, I will feature these collected histories on a digital platform that maps women's location alongside their oral history. The goal of this project is to evaluate the effectiveness of displaying oral histories on a digital platform while giving voice to women who would not

Meeting an author at a Conference Emma Huelskamp

I had the opportunity to attend several presentations while I was there at the Southern Conference on British Studies held at Atlanta. In addition to the panels on British history, I was able to hear three professors of American history present papers that were extremely relevant to my work in Professor Ruddiman's class. In fact, one of the presenters was Peter Silver, the author of "Our Savage Neighbors" which we had just finished reading in class. I had the opportunity to meet Dr. Silver and converse with him briefly. He was eager to hear about the discussions we had on his work in our class.... When I returned from the conference, I was able to reflect on my notes and synthesize the broader perspective that I had gained at the conference. I am eager to apply these perspectives as I expand my topic further next semester.... My classmates were eager to hear about what Dr. Silver was like in person, and I was glad to share the notes I had taken during the lecture.

Everyone Struggles to Answer the "so what?" Question Abigail Brown

I attended three panels at the 2014 Southern Conference on British Studies.... I am currently working on a paper for my British Isles class about Elizabeth Barton, who was a prophet during the early reformation of the English Church. I found that [Lisa] Dillar's paper about Gilbert Burnet helped me to better understand the period.... For me, seeing how a history conference work and seeing people present and discuss paper helped me to learn the most. I got to see writing being a process and see people have similar struggles with writing that I do sometimes. It was comforting to know that everyone struggles to answer the "so what?" question that needs to be addressed with history papers.

Thank you for the opportunity to attend the Southern Conference for British Studies in Atlanta, Georgia. I found the experience enlightening and enforced things that I am working on and that I am learning in class.

*Student attendance at these conferences was supported by
the Department of History*

STUDENT PAPER PRIZES AND AWARDS

The History Department gives numerous competitive paper prizes to students each spring. This year's winners were announced at the Phi Alpha Theta annual banquet held on April 28:

The Forrest W. Clonts Award for Excellence in History: **Eva Ward** and **Caroline Angle**

Stephen Vella Prize for Excellence in Writing: **Rachel Caskey** ("Spanish Influenza as a Catalyst for Global Health Policy Creation")

The C. Chilton Pearson Prize in US History: **Jessica Lockhart** ("The Imperial Agenda of the African Methodist Episcopal Church: Re-Defining the Racial and National Identity of the African American Community, 1870-1917")

Richard Worden Griffin Research Prize in Asian, African, or Latin American History:
Samantha Geary ("London's 'Little Africa': Turn-of-the 20th Century Human Zoos within London's Colonial Exhibitions, and Their Contributions to Public Understandings of 'African-ness'")

The Forrest W. Clonts Research Prize in European History: **Anne Hillgartner** ("Humanitarian, Communist, and Politically-Engaged Composition: the Effect of Italian Fascism on Luigi Nono, Avant-Garde Venetian Composer") and **Lee Larson** ("Royal Monetary Policy, Inflation, and Enclosure Practices in Early Modern England")

David Hadley Prize for Historical Writing at the 100 Level: **Paul Okoyeh** ("From Personhood to Property: Transformation of Slaves in the Trans-Atlantic Slave Trade")



History students at the 2015 annual Honors and Awards Banquet with Phi Alpha Theta faculty adviser Prof. Sue Rupp

STUDENT PAPER PRIZES AND AWARDS

Honors Candidates 2015-16

**Caroline Angle
Alison Fieldhouse
Brittany Forniotis
Geary, Samantha
Alex Gromer
Anne Hillgartner
Jessica Lockhart
Saverio Longobardo
Alexis Slater (2016)
Eva Ward
Michael Zavagno**

Four majors have been inducted into Phi Beta Kappa:

**Caroline Angle
Alison Fieldhouse
Saverio Longobardo
Lee Larson**

Dec's



1776

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Scott Abbott ('03) has been working for DC Public Schools since 2012, for the last 6 months as the Director of Social Studies in the Office of Teaching and Learning. With his background as a History major, he is involved with designing K-12 curriculum and assessments, professional development, and managing partnerships with museums and professional organizations. Abbott has also begun an Executive Masters in Leadership program for DC principals and central office leaders run through Georgetown's McDonough School of Business. His wife, **Kristin Abbott**, née Marvel ('05), is now serving as a legislative analyst for the American Council for Life Insurers. They both live in Washington DC with their children: Lincoln (4) and Violet (1).

Sara (Minnich) Blackburn ('07) is an Editor for G. P. Putnam's Sons, an imprint of Penguin Random House. Her acquisitions publishing in 2015 include *Where All Light Tends to Go* by David Joy (praised as "Remarkable" in the *New York Times Book Review*), *The Strangler Vine* by M. J. Carter, and *The Good Shufu* by Tracy Slater. She commutes to Manhattan from upstate New York, where she lives with her husband and their dog.

Jason Buss ('89) has just taken up a job with the Cleveland Clinic and currently lives in Rochester, NY. He is an Emergency Room doctor now (Pittsburgh, '02) and will be moving to Cleveland this June with his wife Gabrielle Yeane, who will be a new neuropathologist for the Cleveland Clinic as well

Jennifer Carpenter ('03) took up a new job in Austin, Texas with Texas Parks and Wildlife. In her new position, she is a part of the State Parks Historic Sites and Structures program which advocates for our system's historic sites and Civilian Conservation Corps-built parks, provides historic research related to our parks, and maintains our historic architectural features and landscapes. Recently, she has been researching how New Deal work programs other than the CCC impacted the development of Texas parks. Last year, she traveled to the National Archives in College Park to scan period photos and also presented at the Texas State Historical Association Conference a few weeks ago on the panel "Variations of the New Deal Environment in New Deal Era Texas."

Caroline Ehret ('14) has been working, since graduation, for Congresswoman Jaime Herrera Beutler as her Legislative Correspondent in her Capitol Hill office. Utilizing her writing and critical reading and analytical skills developed through her major, she writes for the Congresswoman about the majority of her policy issues.

Andrew C. Fix ('77) received an M.A. and the Ph.D. in History from Indiana University, Bloomington, IN in 1979 and 1984, after having completed a B.A. degree in History and Philosophy from Wake Forest. He taught for 1 year at Spring Hill College in Mobile, AL, and since then have taught at Lafayette College in Easton, PA, for the past 30 years. Fix published 3 books on Early

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Modern European History over the last 25 years, and have also recorded taped lectures through The Great Courses, The Teaching Company, on his course "The Renaissance, the Reformation and the Rise of Nations." He is currently working on a multi-volume book on the history of comets in European history from Antiquity to the 18th century.

James (Jay) Lockwood ('06) is a fourth year medical student at Emory University School of Medicine in Atlanta. Earlier this spring, he matched at Emory for his first year of residency at Emory's Transitional Year Program and for years two through four of residency in Ophthalmology at Emory. In March, he married Frances Vey Sorgini and they reside in Atlanta, GA. Jay is graduating with a medical doctor degree in May.

Will Geiger ('10) started Master's of Science in Education at the University of Pennsylvania.

Dave Hartley ('70) currently enjoys volunteering at Payne's Prairie State Park in Gainesville, FL where he tells visitors about the history of the area, after having retired from 38 years of teaching both in high school and community college.

Robert M. Hathaway ('69, M.A. '73) retired last summer as director of the Asia Program at the Woodrow Wilson Center, a Washington, DC think tank. Earlier this year, he returned to the Wilson Center as a scholar-in-residence, to work on a book on power and leverage in global politics. Hathaway currently splits his time each week between the Washington world of policy wonks and the calming rural simplicity of VA's Northern Neck alongside the Chesapeake Bay.

Garth Jenkins ('59) reminisces his years at Wake Forest, his freshman year being on the old campus with the move of everybody to Winston-Salem for his last three years. After three years in the Army from his ROTC commission, he spent 30 years in college student affairs work and retired in 1993. During these year, he worked at Auburn University, Stetson University, and the University of Central Florida. He earned an M.Ed. and the Ed.D. from Auburn. From his time at Wake, he remembers professors Claude Richards, Henry Stroupe and David Smiley. Jenkins is currently enjoying retirement in DeLand, Florida.

Mary Kate Hurley ('04) graduated with Ph.D. in English and Comparative Literature with an emphasis on Medieval Language and Literature from Columbia University in Spring 2013. She has taught literature and writing courses at Columbia University, Barnard College, Rutgers University and Yale University. In Fall 2013, she began a tenure-track assistant professorship in English at Ohio University. Hurley writes that as a medievalist who focuses on the intersection of historical narratives and identity in Old English literature, history is never far from her mind, nor are the historians at Wake Forest.

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Nan Norbeck Jones ('66) retired in 2009 after 32 years of teaching social studies in the public schools at the secondary level. She is now teaching genealogy classes and other related social studies courses as a volunteer through Osher Lifelong Learning Institute, affiliated with Clemson University. She will be serving as president of OLLI's Board of Advisors next year.

Bill Leathers ('65) retired as pastor of First Baptist Church in Hickory in 2009. He and his wife Crystal moved to Winston-Salem and they enjoy access to the Z. Smith Reynolds Library, where Bill regularly checks out books on history and reads them.

Bob Mills ('71) retired in 2013 from a 41 year career in fundraising and alumni relations with Wake Forest. He works full time founding an Internet-based national mental health ministry, Transformed Minds: The Consortium for a Christlike Response to Mental Health.

Charles Malouf Samaha ('86) completed JD from the University of Miami in 1989 and has worked as an attorney since then at St. Petersburg, FL. He is currently working on a book on an Arab American activist, Faris Saleem Malouf (1892-1958), and hopes to publish it by next year.

Jane Ellen O'Sullivan ('89) works as the Programming and Training Manager for Peace Corps in Togo, West Africa. She writes that much of what she studied as an undergraduate at WFU and later as a graduate history student at the University of Chicago remains relevant in providing context for her daily life in Africa.

Michael Peil ('94) lives with his family live in Bhutan, where he works as a Consultant to the Royal Institute of Law, an initiative of His Majesty The Fifth Druk Gyalpo to establish the Kingdom's first law school. The Peils moved to Bhutan in early 2013, and expect to be in Bhutan at least through the opening of the law school, in the Fall of 2017.

C. Randy Pool ('77) lives in his home town of Marion, NC, and has served as the Chief District Judge for the last 15 years. Pool's former wife, Barb Craig Pool ('79) is now deceased and he is married to Kathy Pool who works as a paralegal. Pool is also the proud grandfather of a new grandson, Caleb William Pender.

Thomas Pope ('91) is the Vice President, Client Services with Fisher Brown Bottrell Insurance, and currently resides in Auburn, AL with his wife Amy, daughter Emma, and son Evan.

Benjamin Gale Scharff ('03) completed his PhD in History at West Virginia University and accepted a tenure-track position as assistant professor at Mercyhurst University.

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Sarah Shurts ('97): completed her PhD in Modern French History from the University of North Carolina – Chapel Hill ('07) and after having served as Assistant Professor of History at Bergen Community College, NJ, she was recently tenured and promoted to the rank of Associate Professor. *See Alumni Focus.*

Gavin P. Smith ('10) completed a Master's of Global Management with distinction and Beta Gamma Sigma from Thunderbird School of Global Management and an MBA from William & Mary. He has recently re-launched/re-branded his independent consulting business, Gavin Consulting, a virtual network of experts and partnerships to deliver meaningful insights and solutions in the areas of global management, leadership, strategy, media and digital marketing: www.GavinConsulting.net. Smith is also the founder and President of Civilian Exposure, a non-profit organization supporting workers and veterans exposed to toxic water and soil contamination aboard US military installations.



Gavin P. Smith (center)

David Seth Walker ('62) just started his twelfth year as an adjunct professor of Early American History at the University of South Florida. He went back to college at age 58, while still in office as a Circuit Judge, got his Masters Degree at age 61, retired from the bench at age 62, and, at age 63, started teaching American History. He reminisces Professor David L. Smiley for his remarkable mentorship and teaching.

Jeff Williams ('94) is an adjunct professor at the Trachtenberg School of Public Policy and Public Administration at the George Washington University. He leads courses on cross-sector governance, an examination of science and the U.S. political landscape, and the Master's-culminating Capstone course for Public Administration students. When not teaching, he is a program evaluator at CRDF Global, focusing on biosafety and biosecurity programs for the U.S. Department of State.

Ryan Whitley ('03) is the Rector of St. George's Episcopal Church, Ardmore, PA. He and his wife, Elise Whitley, celebrated the birth of their second child, Caroline Elise, this past September, with their older son, Jackson Randolph, being three. Whitley serves the church and society on a number of local and national boards, and sits on the executive council of the Society of Catholic Priests, an international association of Anglo-Catholic Anglican clergy. He also volunteers with a local hospital as a Chaplain for fetal and infant loss.

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History: An Opening to Any Career Path Sarah Shurts (97')

Sarah Shurts is Associate Professor of History at Bergen Community College, NJ and has been closely associated with the American Historical Association (AHA) with regard to the scholarship of teaching and learning. Here, she writes about how she herself turned from being a History enthusiast to a Historian and about what the Tuning Project of AHA is all about:

I came to WFU knowing that I wanted to become a history major and a history teacher. I loved the history channel and historical novels, I spent my vacations at historic sites, and I knew all the content from my high school courses. So, when I took my first history course, Dr. Jeffrey Lerner's *Ancient Rome*, I planned to distinguish myself by writing a long research paper instead of taking the option to reenact Plautus' *The Braggart Soldier* with the rest of the class. I proceeded to write what may be the worst research paper in the history of the department. In his gentle critique of the paper, Dr. Lerner introduced me to the world of scholarly research and complex historical thinking skills and, in doing so, started me on the path to becoming a historian, rather than an enthusiast. By the time I started my PhD at UNC-Chapel Hill, I had transitioned from a concentration in Ancient History to one in Modern France. While the content had changed, the research methods and historical thinking skills I first learned in Dr. Lerner's class and then honed in other classes like Dr. Michael Hughes' senior seminar continued to be the foundation for my work.

Today, thinking about these skill sets and proficiencies of the history major have become integral to my professional life. As a graduate student, I hadn't considered teaching at a community college, but I have discovered that it is an excellent opportunity for historians whose job search is limited to a certain geographic location or who want to balance their research and teaching. A fair amount of my research, publication, and professional service continues to revolve around topics and organizations within my rather narrow field of Modern French intellectual history. However, I have also developed a new interest in the "scholarship of teaching and learning." This dual focus has allowed me to work with historians across diverse fields on articles and conference presentations, serve on an AHA textbook prize committee, and publish an upcoming volume of Western Civilization resource materials through Oxford University Press. But the experience that I have found most transformative has been participating in the AHA's Tuning Project.

The Tuning effort began in 2012 as a gathering of 60 historians selected from across the nation by the AHA to start a dialogue about how we define the study of history. There was a growing concern that students today are encouraged to choose majors in STEM fields or those that have clear paths to a profession rather than "frivolous" majors in the humanities like History. As history educators, we agreed that we still wanted to emphasize for students the intangible benefits of a life of the mind. Historians are passionate about questioning and debate, the pursuit of knowledge, and the effort to understand the human experience. Sometimes, it is our joy in leading this life that inspires our

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students to choose this path as well. However, we also wanted to help historians become better advocates for our discipline by defining history's unique contribution to education and crafting language to make explicit the skills and competencies of history that can prepare students to be lifelong learners, active citizens, and successful employees in any profession. The goal was to help historians be more transparent and explicit about what it means to study our discipline. While we are passionate about our content, we also emphasize a certain way of thinking and asking questions about this content. The project was intended to identify and translate these ways of thinking and questioning to our students, their parents, and our community and to show how these historical thinking skills can be valuable assets in any walk of life.

Perhaps there are history majors at WFU who might be wondering what skills history education has helped them develop. History students are trained through historical study to "identify reliable sources, analyze information, contextualize complex questions, and communicate conclusions in a clear and thoughtful manner." They can evaluate and synthesize a variety of perspectives, recognize biases, make ethically informed judgments, and respect cultural differences. Recent studies conducted by the AACU indicate these are the same skills that employers are seeking in new hires. If history majors are able to translate the broader skills they have developed into language employers understand, then they can be confident that choosing to major in history will not only open to them a lifetime of learning and engaged citizenship, it can also open any career path.

Using History in the Fields of Finance and Law John Sanders ('07)

It was fortunate for me that Wake Forest requires students to take a broad array of courses before choosing a major. I learned through those introductory courses what I wanted to do with my life. I wanted to be a corporate leader who brings a thoughtful and holistic approach to business opportunities. I wanted to be someone who looked beyond the solutions prescribed by the latest best-selling business book or the newest quantitative model. That meant, of course, that I needed to be a history major!

My plan was to major in history and learn as much about the world and its people as I could. I believe if you understand people, you can understand business. It's paradoxical, but I promise you that it is true. To that solid foundation I would add technical expertise and practical experience. Specially, I would add an economics minor, internships with a small bank, and a semester abroad in Florence, Italy.

In 2007, it was time to graduate and find full-time work. I went big. I interviewed with one of the largest asset management firms in the world. Every manager I met at the firm asked me the same question: Why did I major in history if I wanted to work in finance? I was, of course, ready f

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for that question and flipped it to my advantage. I explained that a history major with my minor, work experience, and cultural awareness was really the ideal hire for an asset management company. I could draw from a deeper understanding of the world and its people to connect with clients and provide insight into the financial markets. Apparently, it made sense to the firm too. I started 2 weeks after graduation.

Just a few months after I began, I had an opportunity to show the value of a history major to a financial firm. The subprime mortgage crisis and the attendant recession had the markets in free-fall. My perspective on the crisis was that it was just one of many. My studies had shown me that these things happen - regularly. I put together lists and charts of other financial crisis and stock market collapses. I tried to show my peers and my clients that we were in a bad time, but not an unprecedented one. Once a sense of normalcy was established, we were able to think rationally and capitalize on the opportunities the financial crisis brought us. I know that what I learned from studying history at Wake Forest between 2003 and 2007 made the firm's clients millions in 2008.

Another example of applying history to my work in the financial industry comes from the European sovereign debt and banking crisis of 2010. By that time I was a member of the firm's management team. When the crisis arose, my brokers and our clients wanted to know as much about Europe as possible. I knew a great deal about Italy from my time there. I needed to know more about France though, because it was clear France would be central to any solution. I turned to Professor Alan Williams for help. The books about France he recommended gave us insight into French thinking and reassured us that the E.U would remain intact. In fact, France played precisely the critical role in resolving the crisis that we predicted based on our research.

Although I love both finance and my old firm, I left the financial industry in 2013 to return to Wake Forest. I am now studying corporate and securities law at the law school. In the 2014, I spent the summer working for an international law firm in Milan, Italy. My history major is one reason I got that opportunity. It was also a significant reason I was able to succeed. I met professionals through my work who were not only from Italy, but from around the world. Consistently, I was able to use history to connect with and understand those I met. I was also able to draw knowledge about one nation to create legal solutions in another. Even I was a little surprised by just how essential history was in that role.

As I look toward graduation in 2016, I am not certain what challenges I will face in my new career. I know, however, that there will be challenges. One does not work in the financial industry longer than a day without realizing just how often "crises" and "disasters" arise. Still, I know that whatever challenges I do face, I will face them prepared. The Wake Forest History Department made me that way.

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Why wouldn't I be confident? W. Todd Stillerman ('94)

Todd Stillerman is Assistant General Counsel & Director, Bank of America Merrill Lynch in Charlotte, NC. He has pursued a career in law for the past 20 years and talks about how a History degree continues to present new opportunities to him:

Earlier this year, I returned to Tribble Hall for the first time since my graduation in 1994. At the kind invitation of Professor Qiong Zhang, I joined a panel of alumni to discuss our experiences as History majors at Wake Forest. We reminisced over our college days with fondness, and then answered questions from the students in attendance. Most asked variations of the same questions: Why did you study History? Would you do it again? What impact has your History major had on your life and career?

The History Department at Wake Forest taught me to read, write and think **critically**. Under the tutelage of thoughtful professors like Jim Barefield, Paul Escott and Tom Mullen, I studied civilizations, pored over historic literature and wrote endless essays and papers analyzing, comparing and dissecting what I had read. I debated with energetic peers and learned to defend my positions. Through repetition and training, I learned to actively and skillfully gather, analyze and evaluate information, and then to communicate my findings with clarity, precision and relevance. Ultimately, it mattered little precisely *what* I was studying: I was leaning *how* to study.

The History Department at Wake Forest taught me to recognize **perspective**. On the surface, we were studying the dry and ancient past. When Dr. Barefield assigned passages from *The History of the Peloponnesian War* to my freshman World History class, I found reading Thucydides to be like eating pine straw. Slowly but surely, however, the study of the past began to unlock the truth of the present and the promise of the future. History reveals how change occurs, and how that dynamic process forms and informs societies and civilizations. To truly study anything, one must learn how it took shape. The past causes the present, and the present invokes the future.

The History Department at Wake Forest gave me **choices and opportunities**. The undergraduate study of history is not for specialists – instead it breeds generalists. In my time at Wake Forest, I sampled a panoply of topics: feudal Japan, the modern American South, the Roman Empire, the Gulf Wars, the turn-of-the-century labor movement. In addition to Thucydides, I read Homer and Virgil; Voltaire and Congreve; Tolstoy and Lampedusa; Faulkner and W.J. Cash. Upon graduation, I was ripe for entry into almost any profession, whether in business and professional life, for government work or nonprofit service. A thorough liberal arts education from Wake Forest had armed me with the skills of critical literacy and numeracy. I needed only the specific skills training that further experience would bring.

ALUMNI FOCUS

I chose law school as the immediate next step in my journey. Over the past twenty years, I have worked in law firms and financial institutions, served on nonprofit boards and with community organizations, argued before judges and regulators, negotiated large and small transactions and provided advice to corporations, governments and individuals. Along the way, the training I acquired in college has been an invaluable resource. I can study issues and communicate clear recommendations to my clients and colleagues. I can apply thoughtful perspective to problems that arise. I have the flexibility and awareness to apply learned skills to new opportunities. When challenges present themselves, I have confidence in my ability to adapt and succeed. And why wouldn't I be confident? I am a History major from Wake Forest University.

EVENTS

Career Day Exploring Career Paths for a History Major

On Thursday January 22, 2015, the department welcomed three history alumni from the area back to campus to lead a panel discussion at this year's "Career Day" event: **Todd Stillerman ('94)**,

Assistant General Counsel & Director at Bank of America Merrill Lynch; **Craig A. Taylor ('98)**, in-house General Counsel at Kisco Senior Living, LLC, and President Elect of Preservation Greensboro, Inc.; and **John Sanders ('07)**, a stock broker and support desk manager at Vanguard Group in Charlotte from 2007 to 2013 and now a JD candidate at Wake Forest Law School. Joining them in the panel is **Amy Willard**, assistant director of the Office of Personal & Career Development at Wake Forest University. Some twenty students and several faculty members participated in the event.



All three alumni have settled into career paths that may seem "non-traditional" for history majors. They shared stories that spoke eloquently to the transferability of a history degree into an ideal credential for success in business and law. What they especially highlighted was the value of the deeper knowledge of American and world history and the strong writing and research skills that they were able to bring to their jobs because of their rigorous training in history at Wake. In response to questions from the students in the audience, they also offered concrete suggestions about post-graduation choices, strategies for landing internships and jobs, and approaches to course work at

EVENTS

Wake that the students may take to better prepare themselves for a successful career in the future. The faculty members present also asked the alumni to share their thoughts on what the department has done well in the past and where we may do better to help our students expand their career potentials. This event is part of a re-energized drive in the department to make our program not only intellectually fulfilling to our students but also practically relevant to their post-graduation careers.

We invite all of our alumni to participate in this conversation by providing your feedback or serving on our next Career Panel, to be convened sometime next winter. If you are interested, please get in touch with members of our "alumni task force," Department Chair Thomas Frank (frankte@wfu.edu), Rais Rahman (rahmanmr@wfu.edu), or Qiong Zhang (zhangq@wfu.edu).

Meiji Restoration

On January 30-31, History Prof. Robert Hellyer organized an international conference on Wake Forest campus on "The Civil Wars of Japan's Meiji Restoration & National Reconciliation: Global Historical Perspectives."



The 1868 Meiji Restoration was a crucial moment in Japanese and modern world history. The samurai-dominated feudal regime was overthrown, and the new regime, advocating adoption of Western models, quickly revamped political, economic, military, religious, and social structures, transforming 250 semi-autonomous feudal fiefs into a unified nation-state. Within a few decades, Japan rivaled Western nations in military and economic prowess. In advance of the sesquicentennial in 2018, historians at

Wake Forest University, Heidelberg University (Germany) and Yale University are convening a series of international conferences to spark academic and popular interest, as well as disseminate new interpretations of the Meiji Restoration to international audiences. The project will convene three international conferences, the one at Wake Forest being the initial event in the series.

Conference participants included historians, art historians, specialists of literature, scholars of urban planning, as well as political scientists from Australia, Japan, Europe, and the United States. During two days of panels and discussion, participants explored the conflicts and, by implication, Japan and its place in the world in the 19th and 20th centuries. A panel of History students also presented at the conference.

EVENTS

Clonts Lecture

On Thursday, April 16, the Department of History hosted one of America's leading historians, Professor Kenneth Pomeranz of the University of Chicago, to deliver the Clonts Lecture. Dr. Pomeranz, past president of the American Historical Association, spoke on the topic "China, Europe, and the Making of Modern Economies," the subject of his award-winning book, *The Great Divergence: Europe, China, and the Making of the Modern World Economy*. He explored how the relatively backward European countries of the 17th and 18th centuries outdistanced the wealthier and more advanced economies such as China's in the 19th century. This transformation created the modern world economy, but another transformation appears to be on the horizon with China on the verge of becoming the world's largest economy.



The Clonts Lecture is offered every other year honoring former WFU History professor Forrest W. Clonts, and is sponsored by his

IN MEMORIAM

Ed Hendricks (1936-2015)

The History Department honors the memory of Professor Emeritus **Ed Hendricks** (1936-2015). Hendricks taught history at Wake Forest University from his initial appointment in 1961 until his retirement in 2009. His main area of concentration was early American history, historic preservation, public history, and Wake Forest University history. He was also involved in many historical preservation efforts and community organizations in Winston Salem and Forsyth County. He served as chair of the history department from 1995 to 1999. Hendricks received his bachelor's degree from Furman University in 1957, and his master's and doctorate degrees from the University of Virginia in 1959 and 1961 respectively. He authored a number of books and served as the president of the Historic Winston, N.C., Literary and Historical Association, the Wachovia Historical Society and the Winston Salem Kiwanis Club. He also worked with the Home Creek Living Historical Farm in Surry County,

ANNOUNCEMENT

You're Invited

**To the History Department's
Alumni Homecoming Reception**

*Come reunite with faculty and friends from
your days in our department*



Friday, September 25, 2015

4:30-5:30

Tribble Hall Lobby

Wake Forest University



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