

**SEPTEMBER
2020**

PAST TIMES

*History Department Newsletter
Wake Forest University*

**PUBLISHED ANNUALLY
FOR OUR ALUMNI & FRIENDS**



**WAKE FOREST
UNIVERSITY**

2019-2020 ACADEMIC YEAR

SEPTEMBER 2020

PAST TIMES

Newsletter of the Wake Forest Department of History



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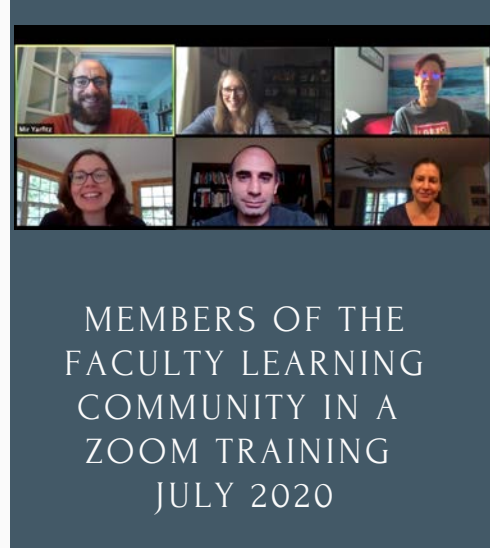
Letter from Tribble

MONIQUE O'CONNELL,
CHAIR OF THE DEPARTMENT

Historians are often reluctant to label any event “unprecedented” or “like no other.” We are often able to find parallels in the past for current crises. When the global pandemic hit, we looked to the Bubonic Plague and to the 1918 Flu Pandemic to make sense of our experience. In many ways, there are striking similarities between past pandemics and the turbulent times we are all living through now; in other ways, there is no substitute for lived experience, and the History department faculty, students and staff are doing our best to make our way through the new reality we are all facing.

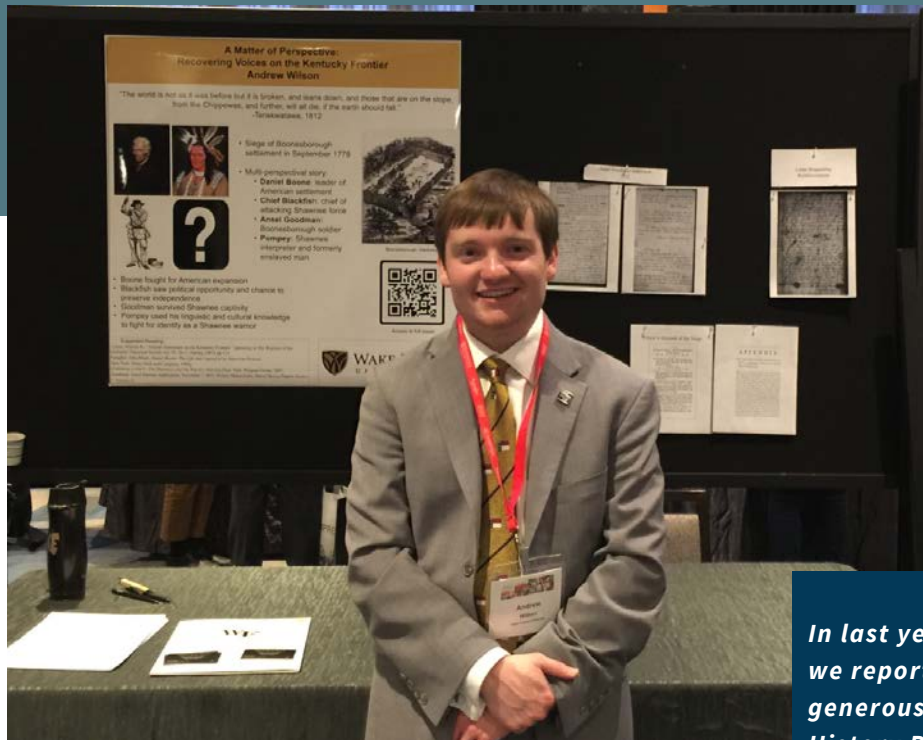
Until late February 2020, the history department was having an excellent year. We continued our efforts to connect with students and alums outside the classroom, sponsoring two film screenings, a discussion with new Athletic director John Currie about his experience majoring in history, and a lunchtime reading group on the history of impeachment. Four members of the department participated in a collaboratively taught Lifelong Learning course in Fall 2019 entitled “Understanding Palestine & Israel: Contested Pasts and Presents.” Our signature achievement in the fall was our role in the 22nd Conference on Southern Gardens & Landscapes, “Landscape, Race and Culture: Shaping a World of Color,” September 26-28, 2019 at Old Salem Museums & Gardens. This major public event was sold-out, standing room only. We also brought prominent scholars to campus to give talks and visit campus, including Dr. Pamela Long, Dr. Ellen Dubois, and Dr. Anke Scharrahs. We had several exciting innovations in our courses: Rob Hellyer’s “Tea in History and Art” had students collaborate with Reynolda House, and Alisha Hines organized her “Gender, Slavery, and Resistance in the Atlantic World” course around a group field trip to the “Resistance Served” conference in New Orleans. “Resistance Served” infuses history and story-telling into curated, experiential programming in order to educate participants about the legacy of slavery and race in this country and especially in the fields of domestic, hospitality, and other service work.

All of our initiatives came to a screeching halt in March 2020, when campus closed and we all pivoted, in the space of a week, to deliver the remainder of the semester’s learning experiences remotely. Our department was generally successful in its pivot because of the incredible dedication of our faculty to meeting student needs in flexible and intellectually stimulating ways. As I write this, our department has just completed its Faculty Learning Community, an intensive training and learning experience for online and blended pedagogies. While none of us imagined spending our summers quite like this, the experience has been a meaningful and rewarding one. We are now preparing to welcome students back into our learning spaces in multiple course modalities-- blended, face to face, and online. When it is used well, technology allows us to teach differently, to meet new needs as well as old ones, with the added benefit that students can now take active roles in the sharing of knowledge and shaping their own learning. While we don’t know precisely what this next year will bring, all of us will be focusing on making the fall semester as much as possible like the Wake classrooms we know and love. We are committed to offering the same rigorous education in history we always have, and we invite you to join us on this unexpected adventure into new ways to teach and to learn.



MEMBERS OF THE
FACULTY LEARNING
COMMUNITY IN A
ZOOM TRAINING
JULY 2020

OUR GENEROUS DONORS



In last year's newsletter, we reported on the generous gift from retired History Professor J. Howell Smith and his wife Jeanette. The Smith Fund supports student travel to conferences and professional meetings. We sent Andrew Wilson to present his research at the 2020 AHA in New York city (pictured above)

Professor J. Howell Smith and Jeanette Smith fund for student conference travel

The COVID-19 pandemic caused the cancellation of almost every conference and professional meeting. Even the AHA cancelled its 2021 meeting, which indicates the scope of the crisis. In response, we temporarily switched the purpose of the fund to offer students physically- distanced ways of learning more about the historical profession. Julie Sun worked on a research project with Dr. Robert Hellyer on a history of green tea. Together he and Julie propose to examine why the Chinese government and merchant associations were unable to craft effective measures to protect China's tea monopoly, especially in the United States. Kelli Frangoulis worked at the Atlanta History Center on digitized oral history collections from the 1960s and on a COVID-19 archive (see the internship feature in this newsletter for more details). The History department appreciates all of our donors, and we especially value those like Howell and Jeanette Smith who offer crucial support for students learning to apply their historical knowledge and skills in professional contexts!

REACHING ACROSS THE DISCIPLINES

Interdisciplinary Programs & the History Department



What do African Studies, Entrepreneurial Studies, Environmental Studies, American Ethnic Studies, and Bioethics have in common? All of these interdisciplinary programs - plus another FIFTEEN - at Wake Forest have classes that are taught by History Department faculty! In fact, because of its strong interdisciplinary focus, the Department of History has one of the widest reaches across the university.

INTERDISCIPLINARY PROGRAMS DIRECTED BY HISTORY FACULTY

African Studies

Prof. Plageman

Cultural Heritage & Preservation Studies

Prof. Blee

East Asian Studies

Prof. Hellyer

Jewish Studies

Prof. Yarfitz

Russian and East

European Studies

Prof. Rupp

Interdisciplinary programs combine areas of study that draw from two or more disciplines and allow students to take courses towards an academic minor. For example, the program in East Asian studies intersects with the fields of art, film, history, literature, music, philosophy, politics, religion, and culture of East Asia. The program in Jewish Studies intersects with literature, history, religion, sociology, German studies, and communications. Students take the knowledge and methodologies of one discipline and apply them to another discipline to widen their understanding and make connections between scholarly approaches. Moreover, students who participate in interdisciplinary programs get the opportunity to interact with faculty from multiple departments, which exposes them to multiple ways of thinking and strengthens their communication skills. Students examine issues from new perspectives, and solve problems in creative ways. Oftentimes, students who are engaged in interdisciplinary work take their experience outside the classroom with hands-on projects, research, internships, and community service. For example, students in the Cultural Heritage & Preservation Studies minor can apply what they learned from academic courses in art, history, or anthropology museums to an internship at Old Salem. Such opportunities can enrich students' understanding of theoretical issues in specialized fields while also deepening their appreciation for the context and outcomes of such work. In the Department of History, we recognize that the college graduates of today are very likely to work in many different fields, hold a wide range of jobs, and be expected to demonstrate a range of skills and adaptability. We recognize the growing importance of interdisciplinary approaches in meeting the demands of today's workforce. - Barry Trachtenberg

HISTORY CONFRONTS THE PAST

Not only do students in courses taught by the History Department get to learn about many corners of the globe, but they also get to visit them as well. Each year, faculty from the department lead students on study trips to different parts of the world. This not only includes serving as semester-long Residential Directors of the Wake Forest Houses in Vienna, London, and Venice, but also leading Study Abroad trips through the Center for Global Programs and Studies.

CONFRONTING THE HOLOCAUST WITH BARRY TRACHTENBERG

In the summer of 2019, twelve Wake Forest students traveled to Central Europe as part of a two-week course “Confronting the Holocaust” to compare how three states - Germany, the Czech Republic, and Poland - have contended with the memory of the Holocaust. To prepare for the trip, I assigned students a broad range of scholarly and popular articles on how European countries have (or haven’t) confronted their genocidal histories through their own national perspectives and post-war histories. They examined how the current rise of right-wing nationalism in Europe is influencing Holocaust discussions today. Immediately prior to trip, it was (re)discovered that in the early days of Wake Forest, the school established much of its original endowment through the sale of enslaved African Americans. This revelation came after a difficult academic year in which the university’s history with white supremacy was a topic of discussion and protest. The findings gave a renewed sense of urgency to our trip as they highlighted how questions of mass violence and racial oppression were ones that not only had to be confronted by Europeans but by us as well.



Our whirlwind trip took us to four cities of central importance to the Nazi Holocaust: Warsaw, Krakow, Prague, and Berlin.

The hardest day for the group was when we took an all-day walking tour of the nearby Auschwitz-Birkenau killing center, where 1.3 million people (90% of them Jews) were murdered by the Nazi regime. We had a chance to see first-hand many of the places in the camp that we had learned about in the classroom, including the location of acts by the camp's underground resistance group that was responsible for destroying one of the crematoria and helping to bring about an end to the killing in the camp. When our tour guide repeatedly reminded us that ethnic Poles were not responsible for this suffering (blaming it all on Nazi Germany), we realized that the country still has a ways to go to contend with its own mixed record (as victims, bystanders, and perpetrators) during the Holocaust.



AUSCHWITZ-BIRKENAU

After a day of rest and a second day traveling by train, we arrived in **Prague**. There we took a full day tour of Jewish Prague and learned how the Soviet era (1948-1991) has shaped Holocaust memory in that country, suppressing it for many Czechs. We then took a full-day tour of the Theresienstadt ghetto by the Warwick University historian Dr. Anna Hájková, who provided us an expert view into the site, with a particular focus on how Nazi violence and prisoner's lives was so often shaped by gender, sexual barter, and sexual violence.

We arrived in **Berlin** last and took two tours of the city. The first was by an Israeli Jew who was living as part of the large Israeli expatriate community in Berlin. Knowing that most of the students had been studying the Holocaust for the past year, our guide did not limit his tour only to the ways in which Jews in Berlin suffered and endured under Nazism, but took us back several centuries to convey the depth of Jewish experience in the city. We covered the first Jewish settlements, the growth of the Jewish community, its various religious, linguistic, and communal divisions, and their experiences in Germany. We also covered the history of post- World War II German Jewry and their communities today. We had very engaged debates over the contentious Stolperstein project, which places memorial plaques of the names of murdered Jews in the pavement outside their former residences. Our second tour was a profoundly moving experience, led by a guide named Nafeh who is a fairly recent refugee from Syria. Germany has in recent years accepted approximately 1 million refugees from the Middle East as a way to fulfill its moral obligation following the Holocaust. Nafeh described his flight from war-torn Damascus, his solo trek across Europe, and his resettlement in Berlin. We began at Checkpoint Charlie and ended near the Holocaust memorial. Student learned the importance of contextualizing the Nazi Holocaust and the importance of comparing elements of it to crises today and at other moments in the past. We were stunned when we learned that Nafeh was only 22 years old - the same age as several of the students on the trip. Our final discussion was with the German Jewish journalist and historian Anja von Cysewski, who gave students a talk on her work investigating and reporting German corporate complicity with the Holocaust, and why it is such a pressing issue in Germany today.



THERESIENSTADT GHETTO



Warsaw was the site of the largest Nazi ghetto in all of Europe. At its height, this walled section of the city (adjacent to the city center) was home to more than 400,000 Polish Jews. It was a place of immeasurable suffering, persecution, and resistance. To begin our trip, students first visited the phenomenal POLIN museum to explore the 1,000-year history of Jews in Poland. There we learned of the central role that Jews played in the long history of Poland and of the many religious and cultural achievements of Polish Jewry. We also learned of the complicated relationship between ethnic Poles and Jews—one that alternated between cooperation and competition, leading often to violence. Following that visit, we were led on a tour of the site of the former ghetto and many of the memorials that now stand there.

In **Krakow**, we were given a tour of sites related to the city's Jewish history and learned how the city's tourism industry flourished after the 1993 film, *Schindler's List*. We visited the site of Oskar Schindler's former factory and the Krakow ghetto. Many of us were unnerved at the (illegal) sale of fake Nazi relics in an outdoor market located in the former Jewish quarter.

In their response essays, students spoke movingly about their experiences on the trip and were especially insightful regarding the comparative inadequacy of how the US has contended with its obligations to remember and memorialize the legacies of slavery and Jim Crow. As one student wrote: *"A good start (but far from a solution) for the United States would be to remove physical remembrances of Confederate perpetrators, such as monuments and statues, and replace them with educationally and emotionally probing memorials to enslaved people. However, just as it is not suitable to reduce Holocaust victims' identities to victims of Nazism, it would not be suitable to reduce enslaved people's identities to their enslaved status. Thus, education and recognition of the richness of hundreds of years of African American life and culture is crucial.* Another student wrote of gaining direction for their post-graduate life: *"Since I just graduated, I have struggled to find the direction I wanted to take with my career, but this trip helped point me in the right direction. I have always had a passion for humanitarian work having worked at NGOs in the past, but this trip put everything in a different perspective for me. Nafeh's tour was the highlight of the trip for me and it was in that moment my direction narrowed."*

Historicizing India's Citizenship Controversy

Rais Rahman



Mass Gathering of Anti Citizenship Act protests at Chandmari, Guwahati (Wikimedia)

On December 11, 2019, the Parliament of India amended the Citizenship Act of 1955, which held that illegal immigrants could not secure citizenship in India. The Citizenship Amendment Act of 2019 (CAA) provided for a fast-tracked pathway of citizenship to the Hindu, Buddhist, Jain, Sikh, Christian, and Zoroastrian communities who arrived in India on grounds of religious persecution from Pakistan, Afghanistan, and Bangladesh until December 31, 2014.

The CAA drew considerable criticism both within and outside India. Citing a deliberate exclusion of Muslims as a group and of other neighboring countries such as Sri Lanka and Myanmar where Muslims remain a minority and among the persecuted, some went on to compare this Act with President Donald Trump's Muslim ban in the US. The Act triggered nationwide protests across India. Opposition parties, legal experts, and citizen groups contested that by singling out one religious community, this Act violated the provision of the right to equality embedded in the Article 14 of the Indian Constitution.



Locals in New Delhi protest against CAA NRC, 2019 (Wikimedia Commons)

In northeastern Indian states bordering Bangladesh, non-Muslim citizens feared that they would have to accommodate large groups of non-Muslim refugees that would jeopardize their economic standing. Protestors in northeastern states as well as in the cities of New Delhi and Mumbai organized sit-ins, public lectures, poetic recitals and chanted slogans holding placards and symbols such as the Indian flag and the portraits of Mahatma Gandhi and Dr. B. R. Ambedkar, the chief architect of the Constitution of India.

To pass this Act was among the electoral promises of the ruling Hindu nationalist party BJP that has long campaigned to denationalize Muslims. In addition, the CAA, coupled with the impending National Register of Citizens, portends to render stateless a large section of India's Muslims by holding them accountable to prove their citizenship by producing relevant paperwork. In a country with relatively lower levels of documentary culture, this has far-reaching consequences.

When the British had left India in 1947, months of negotiations bifurcated the country into two -- India and Pakistan. Whereas Pakistan defined its identity as an Islamic nation, the founding figures of India chose to define it as a secular country embracing and welcoming members of all faiths and backgrounds. Apologists of BJP have repeatedly claimed India as a country for the Hindus wherein lies the contestations surrounding the CAA. In an interview conducted by the CNN News18, I elaborated upon these and related issues. Check out the interview [here](#).



Landscape, Race, and Culture: Shaping a World of Color in the American South



September 26 – 28, 2019



Europeans have a well-documented tradition of gardening and landscape design, but many influences, facets, and features of these spaces in the Atlantic World have been historically overlooked and undervalued. But recently, scholars convened in Winston-Salem to discuss how the Atlantic slave trade and the labor, ingenuity, and cultures of enslaved peoples and their descendants imprinted upon landscapes. The History Department was a partnering sponsor for the 22nd Conference on Southern Gardens & Landscapes, hosted by Old Salem Museums and Gardens September 26-28, 2019. This year's theme was "Landscape, Race and Culture" and featured nationally-recognized scholars from across the country.

The keynote lecture, "Black Landscapes Matter," by Professor Kofi Boone, kicked off a three-day event including five sessions and several tours around the city and region. Professor Anthony Parent offered the introductions for a panel of scholars discussing historic landscapes on plantations and a reframing of archaeological finds at a historic home in Charleston, South Carolina to illuminate the lives and labor of enslaved individuals.

Other panels explored landscapes of enslavement near and far. Louis Nelson (University of Virginia) presented his compelling research on what he called the "hub and satellite" system of slavery in West Africa. Rather than a steady stream of captives coming from interior villages for sale at coastal forts, Professor Nelson explained that the system in late 18th Century Ghana more closely resembled a network; African traders established smaller fortifications with very small holding cells (for about 20 people) to process for sale. The captives were then transported, often by canoe, to the "mothership" Cape Coast Castle for sale to British ships and then carried across the Atlantic. This decentralized network reshapes how we understand the human geography and the built environment that supported the slave trade in West Africa, and reminds us that the brutal system molded landscapes on both sides of the Atlantic.

Another session focused on African American landscapes in Winston-Salem. Renée Andrews, a local storyteller from the Malloy/Jordan East Winston Heritage Center, performed a captivating first-person interpretation of the life of Phoebe, a Black Moravian woman in Salem instrumental in the creation of the log cabin church. Cheryl Harry, Director of Triad Cultural Arts, presented the long struggle to preserve African American houses built in the Yoruban (present-day Nigeria, Benin, and Togo) architectural design throughout Winston-Salem. The architectural form, known as the "shotgun" house, reached the height of its popularity around 1900, but the city destroyed almost all of these houses by focusing urban renewal and highway projects on African American neighborhoods. Harry explained that two surviving shotgun houses have been included in a plan for a cultural heritage park in Happy Hill, the city's oldest African American neighborhood. In the future, visitors will be able to view the historic homes and learn about the city's history of segregation during the Jim Crow era.

Conference attendees learned that Old Salem is also directing a new initiative to illuminate the history of a hidden town of African enslaved and freed people living in Salem. The Hidden Town Project's goals are to locate and investigate the sites of dwellings of enslaved people, connect with descendants of the enslaved population, and provide new interpretation for public audiences. The History Department is a dedicated partner with this initiative, with ten students undertaking semester-long internships in the Hidden Towns Project since Fall 2018 for elective credit or to fulfill a requirement for the Cultural Heritage and Preservation Studies Minor. We look forward to seeing the results of the Hidden Towns Project – particularly our students' discoveries – in the updated public interpretation at Old Salem. There is no doubt that the important quest to uncover and understand the landscapes shaped by the enslaved at Salem and their descendants in Winston-Salem will continue long after the conference's conclusion.



By Lisa Blee

DISPATCHES FROM THE WORRELL HOUSE



For Wake Forest students on the Spring 2020 program in London, the semester was full of the unexpected

Lisa Blee

When students arrived in January, the United Kingdom was trudging toward its departure from the European Union (also known as Brexit) and roiled by Prince Harry and Meghan Markle's decision to leave royal duties for North America (also known as Megxit). As students settled into classes in February, the UK experienced the wettest month on record and a quick succession of three winter storms lashed the country and disrupted weekend travel. Nevertheless, students explored the city: jogging on the muddy trails of Hampstead Heath; learning the Underground connections; and becoming regulars at their favorite pubs and restaurants. Faculty co-leaders Prof. Lisa Blee (History) and Prof. Eranda Jayawickreme (Psychology) celebrated the first birthday of their son, Micah, who learned to walk and climb stairs at the Worrell House. The International Program Assistant Sarah Allen (WFU History, '17) searched out local attractions and unique events to help the students get to know the city. Two students marked their 20th birthdays with British tea, and many students took a cooking class to learn to prepare Sri Lankan chicken and eggplant-chickpea curries. Before concerns about the novel coronavirus outbreak in Europe cut the program short in mid-March, students in London packed in a lot of memorable experiences.

The students attended all seminars and lectures in the classroom of the Worrell House (pictured right), and each found a study nook in one of the rooms of the vast mansion. Dr. Blee and Dr. Jayawickreme offered courses in the history of the Atlantic World and Happiness in the Age of Brexit, respectively. Most of these classes met in the Worrell House (site visits later in the semester were canceled), and Dr. Jayawickreme invited a guest lecturer – the Deputy Director of the Jubilee Centre for Character and Virtues at the University of Birmingham – in early March. Students ventured out of the House to complete independent research at the British Museum and the British Library for Blee's class as well.





Micah helps Grace Anich with her studies in the Churchill Room



BACK ROW: DR. LISA BLEE, MADDY WAGNER, GUS ROBISON, PATRICK RAMEY, ATMAN SATPATHY, DR. ERANDA JAYAWICKREME. MIDDLE ROW: UMA BERNARDO, MERCEDES JACKSON, ANNA LAWRENCE, BAILEY WILLIS, AMBER ADKINS, MIRANDA WELLS. FRONT ROW: VIVIAN BOLEN, ALLY SWARTZBERG, GRACE ANICH, SARAH ALLEN (IPA)



Students enter the Yard of the Guildhall and pause to take in the stained-glass windows of the St. Lawrence Jewry Church of England Church, rebuilt by Sir Christopher Wren after the fire of 1666



Viewing St. Paul's cathedral on a London city walking tour

Locally-based professors of London history, theatre, and art history led seminars and outings to remarkable productions, galleries, and historic sites around the city. Students took two extensive (and chilly) afternoon tours of the City of London. Many remarked upon the thrill of turning a corner on a busy street to encounter a quiet old abbey or a memorial spire, or of cutting into an alley to discover a charming nook or - just as often - a public execution site. The city's ancient Roman past pokes up beneath and between its medieval relics and modern infrastructure, making the walking tours a delightful jumble of the famed and the unexpected.

Students had the opportunity to visit many of the city's phenomenal galleries and museums for their courses. For the history class, they wound through the exhibits of the city's storied history at the Museum of London, the London Transport Museum, and Dennis Severs' House. The art history course, meanwhile, took students to the displays of art and design at the Victoria & Albert Museum, the Tate Britain, and the National Gallery. The theatre class had the opportunity to taste London's famous theatre scene by attending a fantastically diverse series of "off-West End" productions: Faustus; The Canary and the Crow; Cyrano; Death of England; The Haystack; Nora - A Doll's House; and The Taming of the Shrew at the Globe Theatre.

Outside of academic pursuits, students embraced the opportunity to travel during weekends and over the week-long break in February. Individually and in larger groups students explored the city's landmarks and then ventured further afield to Venice, Madrid, Dublin, Paris, and the English coast. Students also hosted family and friends visiting their new home. In early March, Worrell House hosted a reception for the Wake Forest choral group and welcomed partners into the house family during spring break.

When circumstances compelled them to return home unexpectedly and adjust to online courses in quarantine, the students focused on their collective gratitude for the rich experiences they had shared in a new city they had made their own.

ALTHOUGH THEIR TRIP WAS CUT SHORT, STUDENTS EMBRACED THEIR TIME IN LONDON WITH ENTHUSIASM.

THE BATTLE FOR WOMEN'S SUFFRAGE

By *Simone Caron*



In 2020, as society faces grave threats to democracy, the nation also celebrates democratic expansion with the centennial of women's suffrage in August of 1920. The protracted struggle to win the right to vote began in 1848 with the Seneca Falls Convention, saw limited victories at the state level, and finally achieved constitutionally protected status with the Nineteenth Amendment.

Activists held great expectations that women's suffrage would serve as a remedy for many of society's problems. Reformers hoped that women voters would help pass legislation to protect women and children, such as banning the transportation of women and girls across state lines for illicit purposes; implementing prohibition; regulating child labor; establishing a juvenile court system; mandating public education for children; establishing public health and sanitation standards; and passing anti-lynching laws. Suffragists also believed women voters could help clean up rampant corruption in city, state and federal governments. They set their sights on legal reform as well: women could hold judges accountable for dismissing charges against or handing down lenient sentences for white male sexual predators, and serve as jurors to curtail white male sexual privilege in the seduction, harassment, and assault of women; they could help realize the founders' promise of a jury of their peers for women accused of crimes; and they could eliminate coverture, which would allow women to be independent, legal citizens capable of bringing suit on their own without relying on fathers and husbands to do so.

The attempt to fulfill these expectations was an uphill battle. The Seneca Falls Convention ended with a platform calling for women's rights to vote as well as for reform in education, marriage, divorce, and property laws. In the wake of this convention, reformers worked within the Abolitionist Movement to secure emancipation and legal reforms for African Americans and women. When the 15th Amendment enfranchised black men but not women, suffragists continued the fight on their own. They attempted to gain judicial interpretation of the 14th Amendment to include political rights for women. In 1872, reformer Victoria Woodhull argued that the 14th Amendment had made all people born in the United States, including women, citizens with political rights; she ran unsuccessfully for President of the United States on the Equal Rights Party. Simultaneously, Virginia Minor, an officer in the National Woman's Suffrage Association, attempted to register to vote in Missouri but state law bestowed this right on men only. She sued Reese Happersett, the St. Louis Registrar; her husband Francis Minor argued her case before the Supreme Court. In *Minor v. Happersett* (1874), the Court unanimously decided that voting was a privilege conferred on citizens by the state, and that Missouri was within its rights to limit the vote to men.

As suffragists continued to encounter strong resistance, some resorted to racism to convince white men that voting by white women could help maintain white privilege; others continued to work with African American activists, but attempted to keep them out of the spotlight. In 1895, for example, Elizabeth Cady Stanton asked Frederick Douglass not to attend the suffrage convention in Atlanta because his presence would upset their southern “hosts.” In 1913, Alice Paul, leader of the National Woman’s Party, asked Ida B. Wells to march at the back of the suffrage parade in Washington D.C. At the last moment, Wells darted to the front of the parade.

The early victories in the suffrage campaign came at the state level. Wyoming had granted women the right to vote when it became a territory in 1869; when it achieved statehood in 1890, it became the first state to extend suffrage to women. Colorado passed a suffrage law in 1893, followed by Utah and Idaho in 1896. In 1916, Montana elected Jeannette Rankin as the first woman to serve in the House of Representatives. By that time, eleven states had expanded democracy to include women; ten of the eleven states were west of the Mississippi River despite the strong hold of suffrage activism in the Northeast.



A number of factors explain these early victories in the western versus eastern regions of the nation. States west of the Mississippi River had fewer immigrants and African Americans; thus, the racist fears of enfranchising women of color did not resonate in these regions. These areas also had lower numbers of people overall, allowing the experiment of expanded democracy to occur with less at stake than in densely populated states. In addition, industrialization and the temperance movement were strongest in the Northeast and Midwest; industrialists and brewery owners spent millions of dollars to block suffrage, dreading that women would vote to pass child labor laws and to ban alcohol. Culturally, the patriarchal structure of the Catholic Church in the Northeast and the Baptist Church in the Southeast led to opposition to women’s suffrage, fearing it as a stepping-stone for women’s empowerment in these institutions.

Despite these significant barriers, victory did occur at the national level due to several significant events. In 1917, New York extended suffrage to women. As the most populous state in the nation, it had the largest number of representatives in Congress, many of whom were indebted to women voters; they thus pushed for a federal suffrage amendment. Also in 1917, President Woodrow Wilson rhetorically transformed World War into a war for democracy, a slogan suffragists used effectively to point out the hypocrisy of fighting abroad for democracy when more than half the population at home was unable to vote. In 1918, prohibition passed as a war measure to protect soldiers’ health and ensure grain for food rather than alcohol production; thus, the brewery opposition disappeared. While child labor laws were unsuccessful in passing judicial scrutiny, mandatory education laws effectively limited child labor, undermining many industrialists’ resistance.

These changes led Congress in July of 1919 to pass the 19th Amendment to the Constitution; the necessary two-thirds of states ratified it in August of 1920. While this action brought to fruition a fight for women’s suffrage that had lasted seventy-two years, not all women gained the right to vote. African-American women faced the same Jim Crow laws that disenfranchised black men. Native-American women did not become citizens of the United States until 1924, and the 19th Amendment did not apply to Puerto Rico until 1929. Racist federal and state laws denied citizenship to Asian residents: Chinese residents – men and women – could not vote until 1943 and Japanese residents until 1952. Thus in the end, the 19th Amendment in 1920 enfranchised primarily white women.

CLONTS LECTURE

Dr. Ellen DuBois presented the annual department lecture on the long road to women's suffrage.

February 12, 2020

MAPS OF THE PAST, MAPS OF THE FUTURE

A cartographic adventure with Prof. Penny Sinanoglou

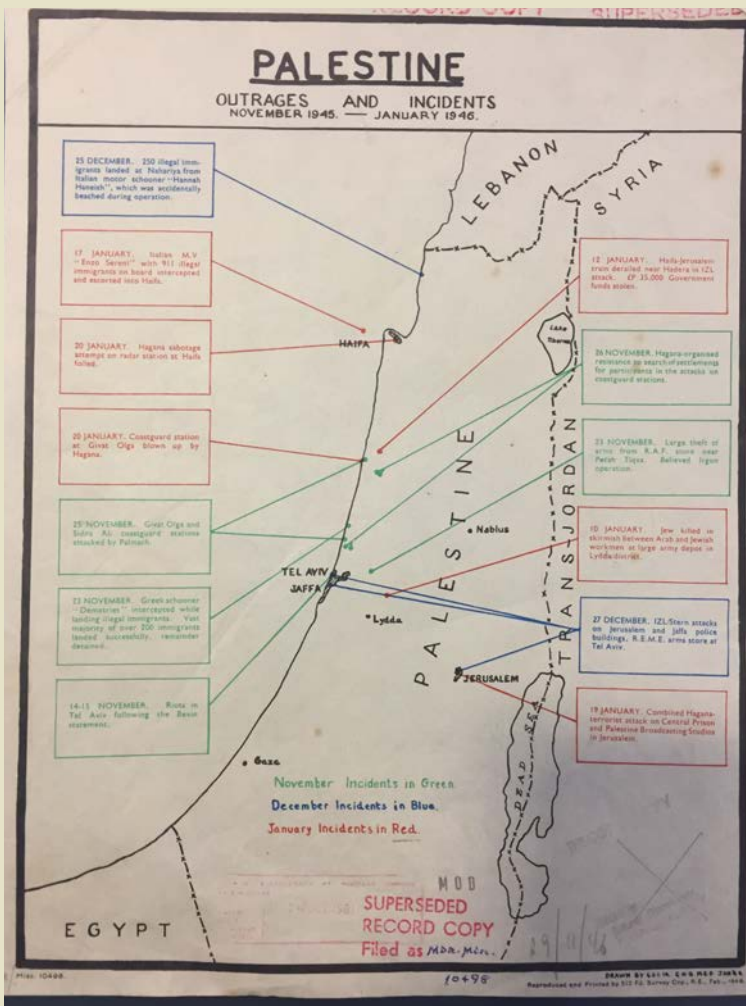
THE FIELD OF CARTOGRAPHIC HISTORY

A diverse mix of scholars, dealers, collectors, and cartography fans



In November 2019 I was delighted to deliver one of the Kenneth J. Nebenzahl, Jr., Lectures in the History of Cartography at the Newberry Library in Chicago. My book on British partition planning in Palestine in the first half of the twentieth century (see Faculty Publications) engaged with maps and cartographic concepts, but I also have a long-standing interest in cartography that predates my work on partition. Perhaps because I possess both a terrible sense of direction and an insatiable appetite for travel, I have always loved maps. So it was a real treat to venture properly into the field of cartographic history, and also to encounter the unique world of antiquarian map dealers, collectors, and cartography fans.

Ken Nebenzahl, who died at age 92 just a few months after I had the privilege of meeting him in Chicago, was a world-renowned dealer of antiquarian books, manuscripts, and maps. He and his wife, Jossy, generously supported the Nebenzahl Lectures in memory of their son starting in 1966. The biannual lectures have taken up a different theme or topic since then, and they attract an audience of several hundred scholars, collectors, and dealers from around the world. The series for 2019 was entitled, "Redrawing the World: 1919 and the History of Cartography," and it tackled the ramifications of the settlement of World War I for the history of cartography globally.

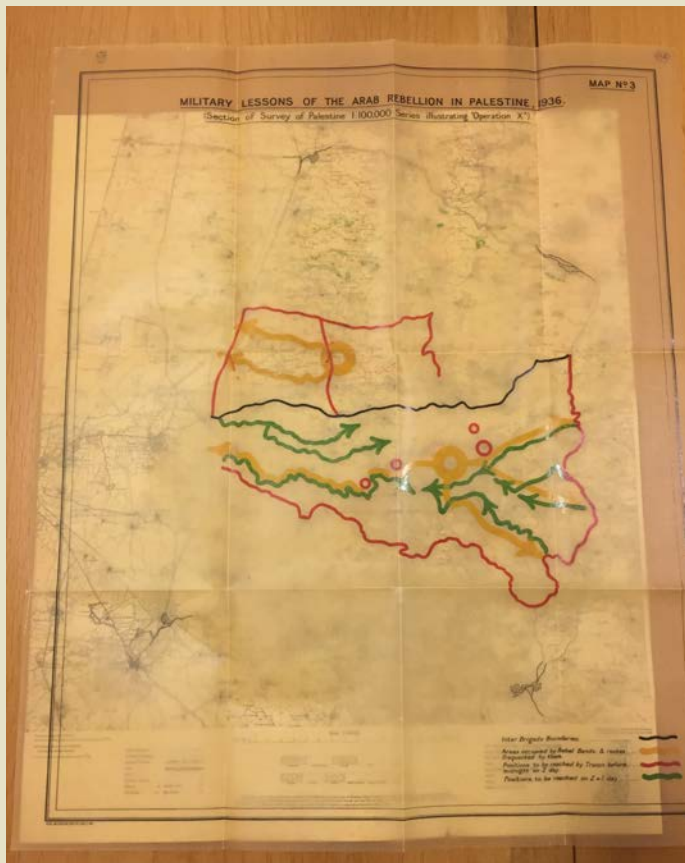


With support from the department and the college, I spent much of the summer of 2019 conducting research for my lecture and for the much longer essay based on it that will eventually be published by the University of Chicago Press. Poring over maps in London, only a small fraction of which I'd encountered in the research for my book, I started to see how visual representations of space were deployed in mandate Palestine in the thirty years after 1919 to variously contest or cement British imperial rule. Focusing in particular on maps and other visual materials that manage to capture mobility across the borders drawn during the peace conferences, and on those materials that imagine alternative boundaries, my lecture showed how British imperial power was manifested cartographically in the aftermath of World War I, and simultaneously demonstrated how we can read imperial weakness and local contestation over British power emerging through maps and mapping in this period.

The weekend in Chicago was full of lectures, meetings, meals and great conversation. In addition to cartographic historians specializing in every area of the world, I met an antiquarian map dealer from western Massachusetts who wanted me to look at some late-eighteenth century British maps, a collector from Chicago who showed me photographs of some of her prized atlases, and a cartographer with whom I discussed the challenges of drawing lines on a map (the lines have thickness that, depending on the scale of the map, can end up translating into miles on the ground!).

As I finish up the expanded essay in this strange new world of lockdown and quarantine, memories of my time in Chicago—and of the literal and intellectual mobility I enjoyed there—energize and inspire me.

- Penny Sinanoglou




GAMBLING WITH HISTORY?

The Persian Card Room in Graylyn Manor



ARABIC INSCRIPTION DATING THE OLDEST PART OF THE PERSIAN CARD ROOM TO THE ISLAMIC YEAR 1112, OR 1700 CE



Since Summer 2018, Middle East historian Charles Wilkins has been leading a research project on the Persian Card Room, a space in the Graylyn Manor House. The main feature of the room is the richly decorated wooden panels that completely line its walls and ceiling; they were acquired by R. J. Reynolds Tobacco Company President Bowman Gray and his wife Natalie Lyons Gray during their Mediterranean tours in the 1920s. From a historical perspective, the Persian Card Room has considerable importance. Dating from the 18th century, the room can be regarded an early example of a residential interior from the Ottoman Empire. Also, why the Grays decided to import at great cost an entire room from the Middle East and install it in their home deserves attention and says something about them and early 20th-century American society and culture.

Anke Scharrahs, a German conservator specializing in Islamic art, examined details in the "Persian Card Room" on February 14, 2020. In a lecture at the Reynolda House Museum of Art, Scharrahs explained her discovery that this is one of the oldest "Damascus Rooms" in existence. Using the translated Arabic poetic inscriptions, she was also able to re-create the original layout of the room's panels. In a second lecture, Dr. Scharrahs explored the Western fascination with "the Orient" and specifically the acquisition and display of a larger body of Ottoman interiors by elite patrons – like the Grays – living outside the Middle East. She compared the Persian Card Room with about twenty other "Damascus Rooms" now installed in museums and private homes in Europe, the US and the Middle East.



Below: Student Reid Simpson, Dr. Anke Scharrahs, and Prof. Charles Wilkins



Prof. Wilkins' interest in the Persian Card Room began with the Arabic inscriptions found throughout the space. Earlier published descriptions of the room had described the writing as quotations from the Qur'an, but a closer examination, using photographs furnished by university photographer Ken Bennett, yielded that they were devotional poetry written by four different Muslim scholars and mystics, one of them a woman, dating from the 12th to the 15th centuries. There was also a certain geographical concentration: the poets were from the Islamic west or North Africa: Spain, Morocco, and Egypt. The distinctive social and cultural identities associated with the inscriptions warranted further study. To help him with the project, Prof. Wilkins brought on board both local and international scholars and experts.



In 2018 and 2019, **Reid Simpson**, a history major and 2020 alumnus of Wake Forest, conducted research in the history of the Gray family and early 20th-century Winston-Salem using family papers and newspaper collections at ZSR Library. In addition, he undertook study of the broader social and cultural currents in early 20th-century America that help explain why the Gray family collected Middle Eastern art. A student of Arabic, Simpson also assisted Prof. Wilkins in translating into English the Arabic verses found throughout the Persian Card Room.

Wilkins, Scharrahs, and Simpson continue to work on the historical and art-related aspects of the Persian Card Room and plan to publish their findings in a jointly authored article in a scholarly journal as well as in pamphlet form to be distributed locally. The project members are grateful for financial support from the History Department's Innovation Fund. Listen to a podcast of an interview with the project members [here](#).

ALCHEMY

IN THE CLASSROOM



In Spring 2020, Dr. O'Connell's "Science, Magic and Alchemy in Europe 1400-1700" class engaged in several interdisciplinary collaborations to understand how ideas about the natural world evolved between the medieval and early modern era. With the help of Dr. Paul Jones in the Chemistry department, students took medieval recipes for making the Philosopher's Stone into Salem Hall, observing processes of distillation and reversible reactions and describing them according to medieval understandings of matter.

The class then headed to The Olio, an artisanal glassblowing studio in downtown Winston Salem. Students read accounts of artisans knowing how glass behaved through practical experience rather than theoretical understanding, and the group had a lively discussion with the artisans at The Olio about the boundaries between art, science, and craft.





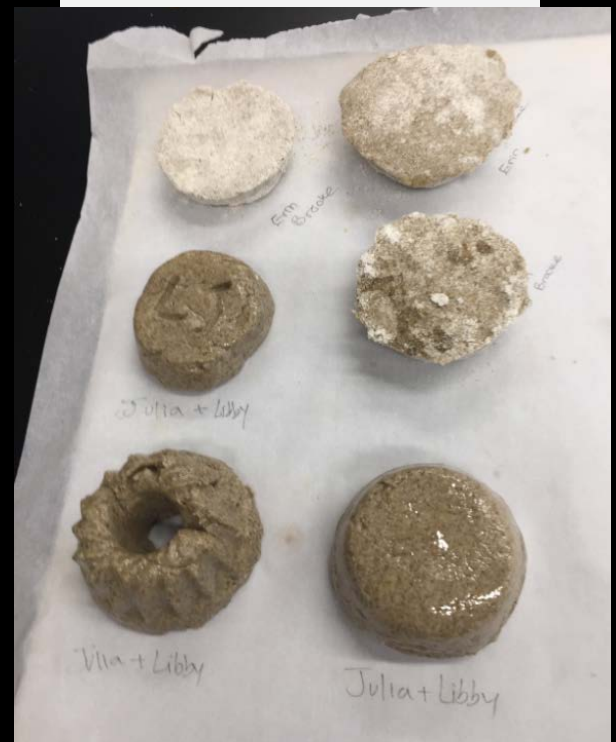
The class then combined their experiences in the lab and in the craft workshop in a collaboration with Columbia University's Making and Knowing Project.

Using a recipe from the digital edition of a 16th century French manuscript, students attempted to figure out the best way to make stucco, a key item in decorative programs in the early modern period.

The project was a success. Students commented that "Seeing what alchemists would have experienced and trying to imagine being in an alchemical workshop was a huge bonus to this course. It helped incredibly in understanding the material and made those lectures fun and memorable." and "This was surprisingly helpful, it really helped emphasize how difficult it would be for medieval people to understand this physical evidence without the modern framework we have."

COVID-19 interrupted the class's final planned activity of observing the stars with a telescope like one Galileo might have used and with an astrolabe, but Dr. O'Connell has high hopes of making it happen the next time the course takes place!

-Monique O'Connell



ICELANDERS AND VOLCANOES FROM PRAGMATISM TO ENTERTAINMENT

by Libby Mohn, WFU Class of 2020



Icelanders inhabit a unique environment formed by volcanic activity. I was drawn toward better understanding the resulting relationship between Icelanders and the volcanoes that have shaped and continue to shape their homeland while writing my History thesis. How have Icelanders understood and interacted with volcanoes in the past? In what way do Icelanders interact with volcanoes today? In the summer of 2019, I traveled to Iceland with the Richter Grant to answer these questions.

While in Iceland, I conducted informational interviews with professors and researchers on their studies of Icelandic folklore, volcanic monitoring, and Icelandic history. I also toured museums which explained the geological theories of volcanoes and documented volcanic activity in Iceland. Visiting physical sites allowed me to witness how eruptions had both destroyed and created the land. Ultimately, I discovered that in the wealth of Icelandic folklore and myth of the past, there was an utter lack of reference to volcanic activity. Instead, eruptions were mentioned in practical reports describing their effects on livestock and farmland. Icelanders took a mostly pragmatic approach to eruptions because they had to adapt their farming lifestyle to the consequences for survival. Beginning around 1600, Icelanders stressed their practical mindset to the outside world to avoid being seen as an exotic outsider by European nations.

Today, Icelanders view volcanoes as entertainment. They watch eruptions on TV, travel to the site to experience the event, and enjoy the tourism that volcanoes have created for their country. I was able to present this research at URECA day in the fall of 2019 and incorporated it into my History thesis revision. I have been inspired by the WFU History Department to continue my education understanding other cultures and their roots. With the Fulbright Student Award, I will be teaching English in Taiwan this upcoming spring semester and participating in a different, valuable cross-cultural exchange.



TRADING ZONES

ENGINEERING, HISTORY AND INNOVATION

A History Department co-sponsored series of events in September 2019 featuring Dr. Pamela Long, historian of Renaissance science & technology

ENGINEERING THE ETERNAL CITY: INFRASTRUCTURE, TOPOGRAPHY, AND THE CULTURE OF KNOWLEDGE IN LATE SIXTEENTH CENTURY ROME

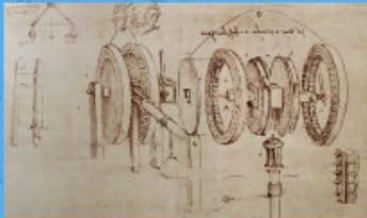
Dr. Pamela Long discusses her recent book, *Engineering the Eternal City*, which describes how Renaissance Rome was transformed by intense activity involving building construction and engineering projects of all kinds: sewers, bridge repair, flood prevention, and aqueduct construction.



Monday, Sep 9. Reynolda Branch Library, 5:30- 7PM

THE WORLD OF CRAFTS AND THE WORLD OF KNOWLEDGE IN RENAISSANCE EUROPE

How did people from different educational backgrounds and with different types of training interact with one another in 16th century Europe?



This lecture considers the evolution of diverse models of professional expertise in the Renaissance.

Wednesday, Sep 11. Byrum Auditorium, 6-7:30PM

INTERDISCIPLINARY VITRUVIUS



The Roman engineer Vitruvius authored the most influential book on classical building: *On Architecture*. This roundtable explores the Vitruvian tradition across time, with three scholars from different fields looking at how engineers and architects used and adapted Vitruvius's ideas. Pamela Long; John Oksanish, Associate Professor of Classics, WFU; Tim Kircher, Professor of History, Guilford College

Thursday, Sep 12. ZSR Auditorium, 4-5:30PM

CO-SPONSORED BY THE DEPARTMENTS OF ART AND CLASSICS

RENAISSANCE KNOWLEDGE EXCHANGE

Dr. Pamela Long is a historian of science and technology in the Renaissance and the recipient of a MacArthur "Genius" grant for her significant contribution to the field.

Dr. Long shows how Renaissance artisans established a culture of information and technological openness in scientific inquiry.

The History Department joined the Office of the Provost and the Department of Engineering in sponsoring three connected events with Dr. Long exploring those zones of scientific exchange: city-building and engineering projects; crafts and the training of craftspeople; and a roundtable discussion of the impacts of Roman engineer Vitruvius's ideas among later engineers and architects.

BEYOND THE CLASSROOM

Highlights from courses exploring the past around us

TEA IN HISTORY AND ART

DR. HELLYER'S SPECIAL TOPICS COURSE

This Spring 2020 course examined the economic, cultural, and social trends in history that made tea a ubiquitous, global beverage. It began by delving into tea's origins in China, and its key place in Chinese and later Japanese culture. During the semester, we also explored how people in Europe, North America, and many parts of Eurasia came to adopt tea as a daily beverage, building rituals and practices around its consumption. In addition, we studied some of the specific types of tea-drinking practices that emerged in the twentieth century such as chai in India and sweet tea in the US South.

In addition to reading secondary and primary textual sources, students completed studies of works of art and objects related to tea held at Reynolda House, The Museum of Early Southern Decorative Arts (MESDA) and the WFU Museum of Anthropology. For example, several students researched a print held at MESDA depicting the protest "tea party" convened in Edenton, NC in 1774 (inspired by the Boston Tea Party the previous year). Another student researched silver spoons, made specially for iced tea, in the Reynolda House collection, and another an early twentieth-century Chinese tea pot from the Museum of Anthropology.



Throughout the semester, students worked with Harvard University undergraduates and postdocs who are also engaged in studies of objects and works of arts held in the Harvard Museums. Via Zoom chats, they shared ideas and approaches to researching museum objects and works of art.

Gary Albert of MESDA completed interviews with history students researching a print held by MESDA: "A Society of Patriotic Ladies at Edenton, North Carolina (1775)." (Left) The satirical print depicts a meeting organized to advocate boycotting British goods like tea. Listen in on Gary Albert's discussion with Omar Benjamin on Youtube [here](#), and his conversation with history students Kaylah Bozkurtian, Ella Bishop, and Adam Fahmy [here](#)

GENDER, SLAVERY AND RESISTANCE IN THE ATLANTIC WORLD

WITH DR. ALISHA J. HINES

Dr. Alisha J. Hines and the students enrolled in her Spring 2020 course Gender, Slavery, and Resistance in the Atlantic World attended the Resistance Served 2020 conference in New Orleans, Louisiana in February. On Day 2 of the experiential conference, the students joined conference goers at an interactive private showing of the Contemporary Art Museum.

As part of the conference, Dr. Hines and her students participated in an urban slavery and resistance tour of the city of New Orleans. This picture was taken at the home of the Beaufort's—a mixed-status family which included Louis Beaufort, a free man of color, and his wife Agathe Leveille, a woman enslaved to a neighboring family, and their children. Their house on Burgundy Street has remained relatively unchanged since the 1800s.



FACULTY ON LEAVE

WHAT HAPPENS ON RESEARCH LEAVE?

Each year, our department has a rotation of faculty returning from leave, actually on leave, and preparing to go on leave. Historians often need to consult distant archives and visit the places they study in order to conduct interviews, make connections with other scholars, and discover new resources for their projects. They also benefit from the sustained research and writing time needed at the beginning or end of a new book project. Below, five faculty members describe how their leaves benefit their development as teacher-scholars and offer a sneak peak at some of the exciting scholarship in the pipeline!

2018-2019

Lisa Blee

While on leave in 2018-2019, I took on the first stages of new research and worked with my co-author to reach wide public audiences about our book. First, I completed a literature review on living memorials (especially trees) in the fall and applied to present my research at a summer conference. This literature review was also helpful for creating a new course proposal in U.S. Environmental History, which I will offer for the first time in Fall 2020. I conducted an initial research trip to Washington State in October 2018 where I worked in three state archives and the Tacoma Public Library. While in the area I also toured newly-developed memorial sites, including



Tacoma's Chinese Reconciliation Park, to inform my research on the public memory of violence in the region. Based on the materials I collected, I wrote a paper on the topic of memorial trees that I presented at the Native American and Indigenous Studies Association conference in New Zealand in June 2019.



The publication of my second book, *Monumental Mobility: The Memory Work of Massasoit* (UNC, 2019), brought opportunities to reach a wider public audience. My co-author and I spoke at a Boston symposium titled "New England Puritans & Native Americans." My talk focused on the ways Indigenous public intellectuals reinterpret the memorial landscape in Plymouth, Massachusetts. The symposium was broadcast on CSPAN in November 2018. My co-author and I also wrote an article for a forum on history and memory for a special issue of the journal *Early American Literature*. Our article, which focuses on the 400-year anniversary of the landing of the Mayflower, will be published in early 2021. Finally, we were interviewed about our book for a [podcast](#) on the New Books Network in 2019.

FACULTY ON LEAVE

2019-2020

Qiong Zhang



Prof. Zhang on a visit to Wurzburg, winter 2019

While on a Reynolds Leave for 2019–2020, I worked on my second book project, titled “Meteorology for a Troubled Age.” The project seeks to capture what may be called an “early modern transformation” of Chinese natural studies through the lenses of meteorological inquiries. My work centers on the collaborative work of a community of scholars based in Jiangnan and adjacent regions and explores larger questions of what constitutes “global early modernity” and how it came to pass within the realm of the history of science. In the fall I had a residential fellowship in Erlangen, Germany from the International Consortium for Research in Humanities (IKGF), Friedrich-Alexander-Universität. I contributed a chapter on weather-based divination and its “early modern transformation” to the IKGF’s two-volume Handbook of Chinese Divination, which I revised during my stay there. My IKGF residence opened other opportunities for research and scholarly exchange as well. I spent three days at the Max Planck Institute for the History of Science in Berlin trying out the Logart system the Institute developed for mining historical data from digitized Chinese local gazetteers. I inspected two sets of 16th-century weather diaries by German authors held in Nuremberg, which were witnesses to the rise of empirical research methods in European discourses on the weather that would work to erode the prestige of astrology. In addition, I met with sinologists and historians of science at the University of Salzburg and the University of Paris, where I gave talks on my research. After a fruitful visit to Germany, I returned home right when Covid-19 broke out in Wuhan, China, where my alma mater is located. My three international conferences where I was to present my work were canceled and my research agenda halted. But the far greater challenge has been to find the calm of mind to write about my weathermen of seventeenth-century China when crises of massive scale have erupted around us. Thus, I spent the second half of my leave striving to balance my academic work and social responsibilities, as I did whatever I could to help my communities cope. But given the extraordinary circumstances, I have spent the leave in the most productive and meaningful way possible.

SPRING 2020

Barry Trachtenberg

Logo of the Algemejnye Entsiklopedye



I am writing a history of the Algemejnye Entsiklopedye (General Encyclopedia, Berlin, Paris & New York, 1932–1966), which is the only attempt to publish a comprehensive encyclopedia of universal knowledge in the Yiddish language. Initially to have comprised ten volumes of general knowledge plus a supplemental eleventh volume dedicated to Jewish culture, the entsiklopedye ultimately followed a course that was unimaginable at its founding. The Algemejnye Entsiklopedye was to bring the latest discoveries from fields such as technology, history, demography, literature, biology, economics, and political science to millions of Yiddish readers. However, its mission was interrupted and altered by the rise of Nazism, the start of World War II, and the Holocaust. By the last volume, published in 1966, it no longer was a project dedicated to conveying universal knowledge but instead became a record of the destruction of European Jewry, its legacy, and its possible future in America.

In the Spring 2020 semester, while on a Reynolds Leave, I focused on writing. During the first half of the semester I finished Part II (covering the Paris years), sent it to an editor and revised according to the feedback that I received. I also wrote significant portions of Part III (covering the New York years). I applied for and received a Faculty Development Award that would have allowed me to travel to Jerusalem to visit archives related to the project. On account of the Covid-19 pandemic, my work was interrupted significantly in mid-March. The research trip to Jerusalem was cancelled and I do not expect to be able to visit the archives there in the foreseeable future. My access to much-needed library and interlibrary loan materials was sharply curtailed. Nevertheless, I managed, with the help of a Summer Writing Grant from the Humanities Institute, to make great progress on the final section of the book.

FACULTY ON LEAVE

2020-2021

Alisha Hines

During my leave year, I plan to complete a draft of my manuscript *Geographies of Freedom: Gender, Mobility, and the Spectrum of Liberty in the Western River World*. *Geographies of freedom* tells the story of black women's traversals of a legal, social, and political geography that was defined by fluidity and instability from its emergence in the early nineteenth century



Gandy Photograph Collection. Louisiana Digital Library

through its forced organization and militarization in the years immediately preceding the outbreak of the Civil War. It is a major contribution to, primarily, the existing scholarship on gender and slavery, but it will also reconfigure our historical understanding of westward expansion and the relationship between slavery and capitalism in the United States. I have received Archie funding from the College in addition to a Newberry Library Fellowship which will support the completion of my research for this project in St. Louis, southern Illinois, Memphis, TN and Washington, DC. Unfortunately, this research has been postponed until 2021 due to the pandemic. In the meantime, I will consult available digital records and continue to revise existing chapters. I look forward to returning to campus next fall.

SPRING 2021

Anthony Parent

While on leave Dr. Parent will focus on his new research titled: "Julius Soubise: A Libertine Life." Julius Soubise, the accomplished African protégé to Catherine Hyde, the Duchess of Queensberry, parodied in placards as the Mungo Macaroni and eroticized in the press as a black Casanova, hastily left a lustrous life in London for the seaport of Harwich, where on 15 July 1777 he boarded the *Bessborough*, an Indiaman bound for Madras. At the time of his departure, Soubise was the most well-known Britain of African descent, including Olaudah Equiano and Ignatius Sancho, yet no book-length biography exists. Seizing on Soubise's embrace of fashion and his licentiousness in London, scholars have emphasized his self-fashioning, his signifying rather than his skillset. Rather than a dandy, Soubise was man of action and skills--fencer, horseman, thespian, proprietor, and lover--living the baroque life of a libertine. Endeavoring his ambition to be a gentleman, despite the racial vitriol, Soubise first opened his fencing school at the Harmonic Tavern on Bow Bazaar and later the "best" repository of horse stables in India, near Sherburne's Bazar and his bungalow, where he started a family and hosted soirées. Soubise's business dealings were fraught with indebtedness and three stints at New Hurrinbari debtors' prison in Fort Williams, leaving him in ill health. His ill health, despite his young age of forty-five, may have contributed to his fall from a horse at the Madras racetrack, where he died on 25 August 1798. He was survived by his wife Catherine née Pawson and their children Mary and Frederick William. In 1799 the executors of Major General Claude Martin's estate itemized Soubise owed at his death 11,845 sika rupees (£1184.5 sterling). They collected 6,000 sika rupees (£600 sterling) after seizing the late Soubise's menage and bungalow, leaving his family destitute.



MARKING HISTORICAL MILESTONES



50 YEARS OF AFRICAN AMERICAN WOMEN RESIDENTS AT WAKE FOREST

To commemorate the 50th anniversary of the women moving into the residence halls, Wake Forest held several events Jan. 30-Feb. 2, 2020 themed around Strength, Resolve and Legacy, including a program and panel discussion.

When Beth Norbrey Hopkins ('73, P'12) arrived on Wake Forest's campus in 1969, there were fewer than 20 African American students. She recalled that the professors vocalized their displeasure with her presence, but that only made her want to work harder. By the time she graduated, she had made life-long friends.

Beth Hopkins and Deborah Graves McFarlane simply wanted to obtain a good education and weren't thinking about making history as the first African American women to come to Wake Forest as resident students. But they did. So did Awilda Gilliam Neal and Linda Holiday, who moved into a women's residence hall in the spring of 1970, and Winston-Salem native Camille Russell Love, who enrolled as a day student that same semester.

"THE CELEBRATION HELPED TO HEAL SOME OLD WOUNDS...AND PROVIDED A PATHWAY FOR A NEW LEVEL OF UNDERSTANDING BETWEEN THE UNIVERSITY, STUDENTS OF COLOR AND ALUMNI WHO LOOK LIKE ME."

- BETH HOPKINS



60 YEAR ANNIVERSARY OF WINSTON-SALEM SIT-INS

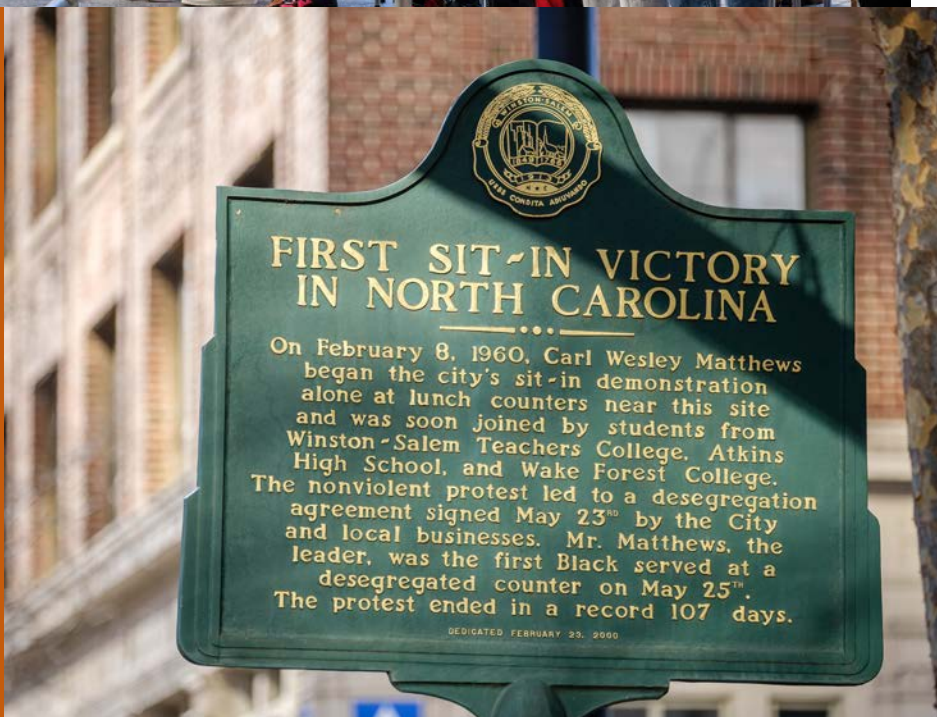
A community commemoration was held on Feb. 23, 2020 in downtown Winston-Salem. Winston-Salem State University Chancellor Elwood L. Robinson and WFU President Nathan O. Hatch opened the event and led a Vigil of Remembrance by reading the names of those who participated in the sit-in. Twenty-one stools were set up to recognize the students who took part in the protest 60 years ago.



"By sitting down these students stood up to inequality." - Nathan O. Hatch



On Feb. 23, 1960, a group of Wake Forest students walked into the downtown Winston-Salem Woolworth's and joined students from Winston-Salem State Teachers College to protest segregated lunch counters. Twenty-one students were arrested that day — 10 white students from Wake Forest and 11 black students from Winston-Salem State. The students' brave protest, along with other protests in Winston-Salem, led to the desegregation of the city's restaurants and lunch counters three months later.



WRAPPING UP: FINAL COURSE PROJECTS



MAKING HISTORY

Students in Prof. Plageman's HST 391: Making History course created poster presentations of their personal "history manifestos."

GENDER & SEXUALITY: TRANSNATIONAL ANTHOLOGY FROM 1690 TO 1990



GENDER & SEXUALITY

In a new Divisional class launched in Fall 2019, Dr. Mir Yarfitz guided students through the collaborative creation of a digital and print textbook of original research on primary sources related to gender and sexuality in world history. Check out the book of annotated text and images [here](#).

Students in Dr. Hines' HST 263 class made their own documentaries based on Civil War Diaries and screened them for friends and visitors at the end of the semester.



U.S. CIVIL WAR & RECONSTRUCTION

NEW FACULTY BOOKS

Routledge Studies in Eighteenth-Century Cultures and Societies

Monarchy, Print Culture, and Reverence in Early Modern England Picturing Royal Subjects



Stephanie E. Koscak

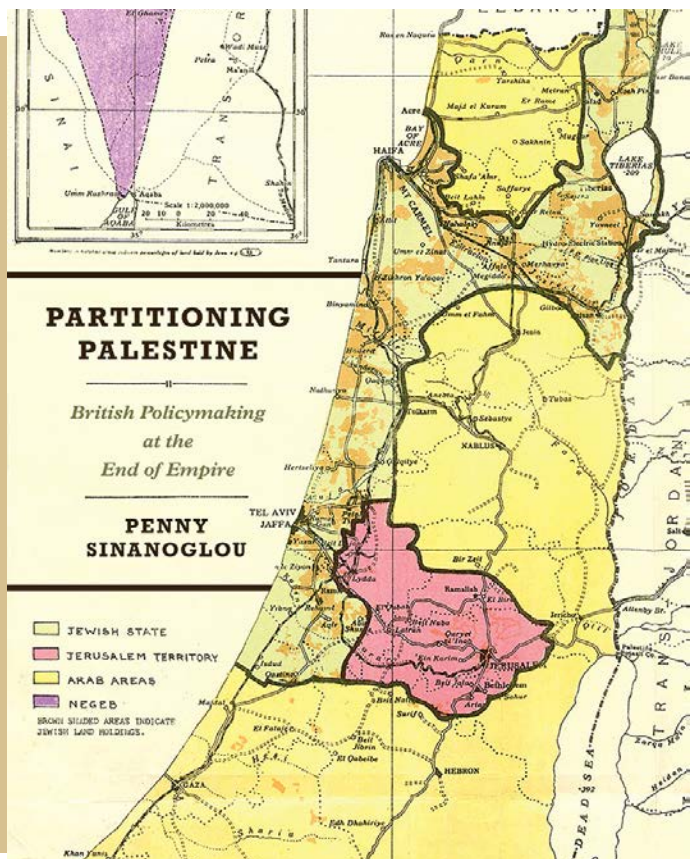


Monarchy, Print Culture, and Reverence in Early Modern England By Stephanie Koscak

Monarchy, Print Culture, and Reverence is a richly illustrated and interdisciplinary study that examines the commercial mediation of royalism through print and visual culture between the execution of Charles I in 1649 and the accession of George III in 1760. The rapidly growing marketplace of books, periodicals, and material objects brought the spectacle of the English monarchy to a wide audience, saturating spaces of daily life in England. Images of the royal family were fundamental components of the political landscape and the emergent public sphere. Koscak considers the affective subjectivities made possible by loyalist commodities; how texts and images responded to anxieties about representation at moments of political uncertainty; and how individuals decorated, displayed, and interacted with pictures of rulers. Despite the fractious nature of party politics and the appropriation of royal representations for partisan and commercial ends, print media, images, and objects materialized emotional bonds between sovereigns and subjects as the basis of allegiance and obedience.

Partitioning Palestine: British Policymaking at the End of Empire By Penny Sinanoglou

Partitioning Palestine is the first history of the ideological and political forces that led to the idea of partition—that is, a division of territory and sovereignty—in British mandate Palestine in the first half of the twentieth century. Penny Sinanoglou asks what drove and constrained British policymaking around partition, and why partition was simultaneously so appealing to British policymakers yet ultimately proved so difficult for them to enact. Taking a broad view not only of local and regional factors, but also of Palestine's place in the British empire and its status as a League of Nations mandate, Sinanoglou deftly recasts the story of partition in Palestine as a struggle to maintain imperial control. After all, British partition plans imagined space both for a Zionist state indebted to Britain and for continued British control over key geostrategic assets, depending in large part on the forced movement of Arab populations. Listen to a podcast interview about the book [here](#).



HONORS & AWARDS BANQUET

April 30, 2020

HISTORY DEPARTMENT AWARD WINNERS

David W. Hadley Prize for Historical Writing for the 100 Level and First Year Students: **Olivia Thonson & Alice Hauser**

Stephen Vella Prize for Excellence in Writing: **Amanda Wilcox**

Richard Worden Griffin Research Prize in Asian, African, or Latin American History: **Rebecca Parsons**

Clonts Research Prize in European History: **Julia Mroz**

Chilton Pearson Research Prize in US History: **Faith Geraghty**

W. J. Cash Award for Studies in Southern History: **Andrew Wilson**

Forrest W. Clonts Award for Excellence in History: **Julia Mroz & Jack Beyrer**

A VIRTUAL CELEBRATION OF GRADUATING SENIORS, HONORS PRESENTATIONS, PHI ALPHA THETA INDUCTEES & PAPER PRIZE WINNERS

On April 30 via Zoom, the History Department came together to honor and celebrate student achievements. Although we could not gather in person to enjoy a meal in Reynolda Hall, the virtual event nevertheless featured all of our favorite annual traditions: the induction of new Phi Alpha Theta Members (honor cords were mailed to recipients) and the presentation of awards.

This year thirteen students completed honors theses and provided succinct and highly anticipated presentations of their research: Jack Beyrer (“Patriots, Pirates, and Press Wars: Public Discourse and the Jonathan Robbins Affair”); Sara Wilder Bryant (“Protecting the Commonwealth: Harold Macmillan’s Policies to Protect Great Britain and the Commonwealth from African Politics”); Madeleine Nall Coss, (“The Theresienstadt Swindle: Exploring the Experiences of Prisoners in the Nazi Ghetto”); Matthew Allen David (“Aftershocks: The Memories of Russian Intervention”); Faith Geraghty (“The Second Amendment and Cultures of Gun Ownership in Early America”); Maisie Howland (“Jomo Kenyatta’s Pragmatism”); Eugene O’Connor McAllister (“A Contextual Contradiction: James Madison and Slavery in Wartime Virginia and Retirement”); Tyler Primm Miller (“Fathers and Sons, Conversions to Roman Christianity in the Visigothic and Northumbrian Kingdoms”); Julia Jeannette Mroz (“The Six Daughters of King George III and the Making of the Domestic Monarchy”); Rebecca McKinley Parsons (“Division in the Face of Turmoil: Church Missionary Society Responses to Kenyan Decolonization”); Emilia Francis Sywolski (“The Jewish Community of Saaz: Using Locality and Industry to Understand the Holocaust”); Emily Rose Wilmink (“Re-Interpreting Civil Rights History: The African-American Freedom Struggle in Academic and Public Memory”); and Andrew Bolen Wilson (“Beyond Boone: Considering the Kentucky Frontier’s Other Voices”).



HISTORY-SPONSORED INTERNSHIPS

To help our majors explore new professional opportunities and apply the skills and perspectives of their liberal arts education, the History Department piloted a program offering financial support for summer internships in 2019 and 2020, funding six students each year. Positions do not need to be in a “historical” field -- we have funded opportunities in businesses, not-for-profit institutions, and government agencies. Students connect the skills developed in their history coursework to the positions, building their capacity to articulate such linkages in future job explorations and applications. - Mir Yarfitz

JULIA GRAY PETERS VNA TEXAS

This summer I was fortunate to intern for VNA Texas, a non-profit hospice and meal-delivery organization in my hometown of Dallas, Texas. I interned under a Volunteer Coordinator and helped create volunteer programs and facilitate outreach. I interacted with about 20 volunteers over three months. The skills I developed in History classes allowed me to be an effective researcher and writer for my various assignments at VNA. The most notable program I helped fulfill was the Heart Hug program. Due to Covid-19, nurses and volunteers were not able to visit patients and their family members as frequently (if at all). In order to continue to send support and love to those who recently lost a family member/hospice patient, volunteers sewed heart-shaped pillows to be delivered to the bereaved. While the main part of my job was to help organize and coordinate the volunteer sewers and pillow deliverers, I did jobs like organize folders, write instruction pages for volunteers, and create maps linking sewers with deliverers and recipients. The eventual delivery of the pillow was the most rewarding. I was lucky to deliver some myself! (See picture at right). I am so grateful to VNA for this learning and rewarding experience and to the History department for making it possible during an uncertain summer.



JESSICA HARDEE SCHOOL OF LAW RESEARCH ASSISTANT

This summer, I had the excellent opportunity of being a Remote Research Assistant for Professor Gregory Parks of Wake Forest’s School of Law. Professor Parks focused his research on the accountability of sorority and fraternity organizations concerning violent incidents at sponsored events and the growth of cyberbullying on school campuses. For five months, I assisted Professor Parks in compiling comprehensive lists of Greek-affiliated incidents across the United States within the last twenty years, as well as looking at studies that attempted to understand the connection between assumed stressors at these events and the likelihood of incidents occurring. Likewise, I also aided Professor Parks in consolidating journal articles regarding the causes and effects of cyberbullying among young adults. Perhaps the most considerable benefit to me for this internship were the skills I learned in the classroom. If not for the wonderful professors in the History Department who taught me how to be clear and concise in my writing, this internship would have been made far more difficult. More so, I think that the countless pages of work I did (in actuality, around 95 pages) have been a fantastic way to continue to hone my writing abilities for my history classes going forward.



ALLIE HAGGERTY TAKE BACK THE NIGHT FOUNDATION

This summer, I interned remotely with the Take Back the Night Foundation. The Take Back the Night is the oldest and largest foundation which serves to educate about and combat sexual assault and violence of all kinds. This summer my job was to manage a project called Shine Your Light Yoga, which is a nationwide event held in every state at hundreds of yoga studios to promote safe connection and healing for sexual assault survivors through yoga and other physical activity. My tasks as the lead organizer of this project included holding weekly zoom meetings to check on my team's progress, managing a 15+ person team, calling yoga studios to get them involved, developing strategies to market the event, creating graphic designs for our event, and to learning about the history of sexual assault as a public issue in order to best and most effectively aid survivors. This internship directly related to my history research skills, work, and approaches to thinking as I had to understand a complete picture of sexual assault in America, starting at its historical roots in the Take Back the Night Foundation with Katie Koestner being the first woman to public speak out about date rape, and be able to transform this history and development over time into a modern viewpoint to shape the Shine Your Light Yoga event around. I thoroughly enjoyed this internship and the lessons it taught me about making such a widespread and sensitive issue into an empowering event and the historical perspective it has given me on sexual assault and its dynamic history in the US.



KELLI FRANGOULIS ATLANTA HISTORY CENTER

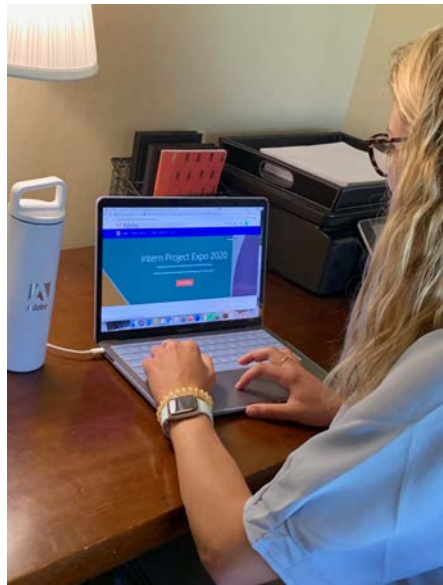


This summer, I worked as an Archives Intern with the Atlanta History Center. I worked on a recently digitized collection of oral history interviews from the Appalachian areas of Georgia, South Carolina, Tennessee, and North Carolina recorded in the late 1960s. It was my job to listen to these interviews and create new and updated metadata from the original reel-to-reel recordings. This meant I usually wrote a more elaborate description, conducted ancestry research, verified original details, and went through levels of approval before uploading the new content into the archival software. It was fascinating to spend my summer listening to people in the 1960s talk about their lives, tell folk stories, sing old songs, and comment on current events. This internship took my history education to a whole new level, giving me an immersive and audible experience in storytelling, which I found was much different than working with traditional written sources. I was able to use my historical research and writing skills to summarize interviews and conduct ancestral research on the interviewees, and I was able to see some of my American history knowledge put into real perspective. Some of my favorite interview anecdotes include a story about the creation of Lake Hartwell and what's buried underneath it, reflective perspectives on Leo Frank and the murder of Mary Phagan from people who lived in Atlanta during the trial, and several haunted house stories. Even though this internship was conducted online due to COVID-19 restrictions, I still learned a great deal about archives and what archivists do, and now it's a career I'm interested in pursuing myself. I'm very thankful for the experience I had with the Atlanta History Center this summer and all of the support I've received through the Wake Forest History Department.

COURTNEY CARLOCK

ADOBE

This summer I worked as a product marketing intern at Adobe on the Adobe Spark team. I was tasked with creating a go to market strategy (GTMS) segmented by industry for small to medium businesses (SMBs). Specifically, I researched the SMB market and marketing campaigns, conducted qualitative interviews with Adobe Spark users, ran a heuristic evaluation from interview feedback, wrote and fielded a survey for quantitative analysis, and evaluated the compiled data to create a GTMS for four specific industries. I presented my GTMS at the Intern Project Expo and in two separate meetings with company executives. This summer was enlightening and relevant to my History work. I used critical thinking skills to deeply research a topic and explore trends that seemed unrelated at face value, which was similar to exercises conducted in History classrooms. I used qualitative analysis skills to explain quantitative trends to link two pieces of evidence together, a skill I learned through various History courses. I uncovered buried insights and was able to think through the best solutions to the problems I faced, and in this way, I channeled how to think like a historian. Like inquisitive historians, I also learned to be scrappy when finding data sources. For example, I had to find people to interview through creative avenues because no list of names was given to me. To attract users to speak with, I created a Google Poll form and linked it to Adobe Spark's Facebook page with some eye-catching graphics I designed. This exercise of finding sources connects to a broader discovery that, unlike school, the business world has less parameters for output to evaluate. Unlike a professor in a classroom, my boss did not provide me with a rubric, data sources, or request an output format in mind. Unlike tests and papers which are clear forms of evaluation, the business world assertion could be as vague as, "Create a GTMS by industry," leaving me to create the framework and criteria (like a rubric) by which to evaluate various industries, filter relevant data to the project, and present it in a creative and effective way. Because of the loose guidelines, my internship forced me to think critically and creatively, so I found myself deeply grateful for my History major and the skills I honed in the classroom, which were applicable to me each day this summer.



CARTER BITTER

ONETRACK INTERNATIONAL



Despite the extremely unfortunate circumstances brought upon by COVID-19 throughout the summer of 2020, I was fortunately able to remain healthy and employed by an incredible non-profit non-governmental organization. My interest in working for ONETrack International accrued through learning about the organization's amazing mission, which emphasizes the importance of rescuing orphaned children throughout the world. ONETrack strives to tackle the ongoing global orphan crisis every day by placing orphaned children in safe homes with remaining biological family members. Through serving as a Fundraising and Development Intern for ONETrack, I continuously applied my critical thinking and marketing skills when coordinating inter-Panhellenic Wake Forest fundraisers for the organization. I was also able to successfully utilize my social media platforms to coordinate a ONETrack International Chi Omega 5K run, with the proceeds going towards assisting children living in Cameroon, Cambodia, Honduras, Liberia, Gambia, Greece, and Zimbabwe. I am so grateful to have interned with such an amazing organization and have ultimately learned that although COVID-19 has a tremendous hold over our nation, there are still 150 million+ homeless children throughout the world that we cannot ignore.

RETIREMENT

Professor Alan Williams



Dr. Alan Williams retired in June 2020 after 46 years in the History Department. Williams is a committed teacher whose classes aim to highlight the lived human experience of the past. His central area of expertise is the French Revolution, and his published work centers on the police of Paris and the way that the French Revolution affected family life in the 18th century. In both his teaching and research, his focus has not been limited to the high politics of the day but has carefully brought to light the way that 18th century French men and women experienced the dramatic events they lived through. His courses include letters, memoirs, and diaries as sources in order to help students understand the lives, loves, and concerns of ordinary people. This concern for lived human experience carries over into his daily interactions with students, where he is regularly interested in the holistic nature of individual students' lives, not just their academic experiences. In recent years Dr. Williams has designed and taught an innovative divisional course called Big History, which aims to integrate academic disciplines that are usually disconnected. The class has proved popular among seniors seeking to integrate their educational experience of the last four years, and it offers a very different view of humanity's place in the world than one sees in other history courses. Dr. Williams has been an important force in the way the history department thinks about teaching undergraduates, and it is this that will remain as his legacy after he retires.

TENURE & PROMOTION

Associate Professor Stephanie Koscak



HISTORIAN OF EARLY MODERN BRITAIN

*Professor Koscak has joined the ranks of tenured professors in the department of history! Her other proud achievements in 2020 include the publication of her first book, *Monarchy, Print Culture, and Reverence in Early Modern England: Picturing Royal Subjects* and WFU's 2020 Reid Doyle Prize for Excellence in Teaching. Congratulations!*



ALUMNI NEWS

Liz Lundeen ('07). For her doctoral dissertation, "Historically Black Colleges and the Struggle for Equality, 1930-1960," Lundeen received a Graduate Education Advancement Board Impact Award recognizing exceptional research with direct benefits to North Carolina. See the Impact Award announcement [here](#).

Lundeen completed her Ph.D. in 2018 at the University of North Carolina-Chapel Hill and currently serves as the Director for Strategic Planning at the Glenn Pelham Foundation for Debate Education.

Ann Tucker ('05). Tucker's first book, *Newest Born of Nations: European Nationalist Movements and the Making of the Confederacy* was published in June, 2020 by University of Virginia Press.

Tucker is an assistant professor of history at the University of North Georgia.

