

# Past Times

Wake Forest University  
History Department Newsletter

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## In This Issue

New Hire.....	2
Faculty Updates.....	3
Faculty Focus.....	6
Faculty On Leave.....	9
Student Updates.....	11
Student Focus.....	12
Phi Alpha Theta.....	13
Student Awards.....	15
Alumni Updates.....	16
Alumni Focus.....	19
Announcement.....	25

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

Thanking everyone for their contributions and assistance, we present before you the 2014 edition of the *Past Times*.

In this issue, you will find updates about faculty, students, and alumni activities and accomplishments. We hope you will also enjoy stories representing a wide array of interests and information. In addition, we have special sections on our newest hire, Phi Alpha Theta events, and student paper prizes.

We hope to see several of our alumni during the homecoming reception in September.

Between this and the next issue, we also welcome updates and contributions from our alumni, faculty, staff, students, and friends.





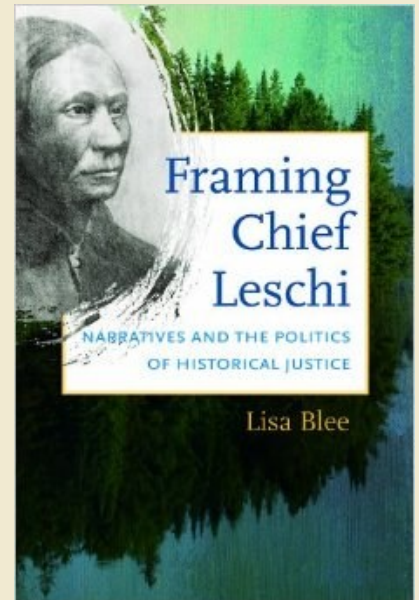
## New Hire



**Stephanie Koscak** will join the department as assistant professor this fall. She received her Ph.D. from Indiana University and has spent the past year as a Fellow in the History of the Material Text at UCLA. She has taught at UCLA, Indiana University, and Indiana University-Purdue University, Indianapolis. Koscak’s research focuses on monarchical print culture and visual culture in seventeenth- and eighteenth-century England. Through an examination of widely produced royal images and objects—including texts, portrait prints, coronation souvenirs, graphic satires, and shop signs—she argues that new technologies of commercial reproduction were used to legitimize and expand regal power, giving rise to a popular politics of Protestant royalism. As the recent outpouring of royal kitsch surrounding Queen Elizabeth II’s Diamond Jubilee and the birth of Prince George attests, the political longevity of the British monarchy is at least partly explained by its early accommodation within cultures of consumerism that materialized the bonds between sovereign and subjects. She writes, “My teaching and research interests are closely intertwined, and I am excited by Wake Forest’s teacher-scholar ideal. My work questions how transformations in visual, print, and material culture impacted political and intellectual life in early modern Europe and the Atlantic, and I’m interested in designing courses around these themes and ideas. I also aim to help students develop methodologies for using visual and material objects—like paintings, engravings, clothing, and decorative objects—as sources for historical study. In addition to teaching on the history of the British Isles, I anticipate offering classes on fashion and politics in the revolutionary Atlantic, on print and book history, and on European art and political authority.”

## Faculty Updates

**Lisa Blee**, Assistant Professor, published her first book, *Framing Chief Leschi: Narratives and the Politics of Historical Justice* (University of North Carolina Press, 2014). In spring 2014, she taught a new First Year Seminar titled "Nature, Environments, and Place in American Thought" in which the students created photo essays, place studies, and documentary films based on interviews with local environmental actors, accessible via this website: <http://cloud.lib.wfu.edu/fys100fff>. Blee gave two conference presentations this year: She shared her research on the contested memory of indigenous place names in Seattle at the Western History Association meeting in Arizona and on how the boyhood stories of the early 20th century sculptor Cyrus Dallin contributed to the popularity of his Indian statues at the Native American and Indigenous Studies Association meeting held in Texas. With the help of an Archie Grant, she will continue her research on Dallin's statues this summer in Salt Lake City, Kansas City, Plymouth, and Boston by conducting interviews with tourists who visit the numerous casts of Dallin's *Massasoit* statue to understand how viewers react to the sculpture's placement and Indian subject. She would



also continue her volunteer work with the Catholic Charities food pantry downtown and a group of area refugees studying for the U.S. citizenship test and develop a new Public History course (HST 367) in collaboration with Project Re-entry, an organization committed to providing support services to former offenders transitioning from incarceration and back into the community.

**Ronald P. Bobroff**, Interim Chair and Visiting Associate Professor, published two items. One article is in an electronic journal: "Imperial Russia's Use and Abuse of Proxies during the Balkan Wars of 1912-1913." *Fletcher Security Review* December 2013: <http://www.fletchersecurity.org/#!imperial-russia-use-of-proxies/c1p4e>. The other is a chapter in a book on the origins of World War I: "War accepted but unsought: Russia's growing militancy and the July Crisis, 1914" in Jack Levy and John Vasquez., eds. *The Outbreak of the First World War: Structure, Politics and Decision-Making*. Cambridge: Cambridge University Press, 2014. He gave three papers over the year as well: "France, the Franco-Russian Alliance, and the Origins of the First World War," at the Society for French Historical Studies annual meeting, Montreal, QB, April 2014; "Russia, the Franco-Russian Alliance, and the Origins of the First World War," at the Southern Conference on Slavic Studies Annual Meeting, Atlanta, GA, April 2014; "MID and Stavka: The Foreign Ministry's Struggle for Relevance during World War I," at the Association for Slavic, East European, and Eurasian Studies annual conference, Boston, MA, November 2013. Bobroff also participated in a public panel on the crisis in Crimea at Guilford College in March 2014. Over the past year with support from the Archie Fund and the Griffin Fund in our department, he had the chance to do research toward his book on the Franco-Russian alliance in the French army and foreign ministry archives over the summer and at the archive of the Hoover Institution at Stanford University during spring break. Last but not least, Bobroff served as the interim chair of the department this year and will teach the summer school.

## Faculty Updates



**Simone Caron**, Associate Professor, published an article “‘It’s Been a Long Road to Acceptance’: Midwives in Rhode Island, 1970-2000” in the *Journal of Nursing History Review* 22 (2014), 61-94; gave a conference presentation on “[J]ust as proud and anxious to show her baby off as any mother’: Medical Care for Unwed Mothers and Adoption at the Sophia Little Home, 1905-1936” at the annual meeting of Social Science History Association on November 21, 2013 in Chicago where she also served as a commentator for a session on *Historical Perspectives on Health Professionals* on November 23, 2013. Caron traveled to the American Medical Association Archives in Chicago to research medical views of alcoholic women, as well as midwifery, and to the Rhode Island State House Archives to research state response to alcoholics in the late 19th and early 20th centuries. This year, Caron is the recipient of the Jon Reinhardt Prize for Excellence in Teaching. See *Faculty Focus*.

**Ben Coates**, Assistant Professor, taught two new courses: HST 331 *The United States in the Age of Empire, 1877-1919* and HST 384 *Global Outlaws in History since 1500*. His article, “The Pan American Lobbyist: William Eleroy Curtis and U.S. Empire, 1884-99,” appeared in *Diplomatic History* in January 2014. Coates gave three conference presentations and chaired a panel: “A Respectable and Legal Discipline: Professionalizing International Law in the United States” at the Law & Society conference in Boston, MA in May 2013; “Law and Hidden Histories of 19<sup>th</sup> c. American Foreign Relations” at the annual meeting of the Society for Historians of American Foreign Relations in Arlington Virginia in June 2013 where he also chaired a panel on *Space and Empire*; “Investment and Intervention: How International Law Challenged and Reaffirmed U.S. Corporate Hegemony in the Caribbean, 1901-1909” at “American (Inter)Dependencies: New Perspectives on Capitalism and Empire, 1898-1959,” a conference sponsored by New York University in April 2014. He will be on leave next year, completing his book, *Legalist Empire: International Law, Civilization, and U.S. Foreign Relations in the Early Twentieth Century*.

**Paul Escott**, Reynolds Professor of History, published his book *Uncommonly Savage: Civil War and Remembrance in Spain and the United States* (Gainesville: University Press of Florida, 2014). His next book *Lincoln’s Dilemma: Blair, Sumner, and the Republican Struggle over Racism and Equality in the Civil War Era* is currently in production with The University of Virginia Press and scheduled to appear in September 2014.

**Thomas E. Frank**, University Professor, will begin his term as the new Department chair in July 2014.

**Michele Gillespie**, Presidential Endowed Professor of Southern History, published (with co-editor Sally McMillen) *North Carolina Women: Their Lives and Times*, vol. 1 (Athens: University of Georgia Press, 2014) and “Edith Vanderbilt and Katharine Smith Reynolds: The Public Lives of Progressive North Carolina’s Wealthiest Women” in volume 1 of *North Carolina Women: Their Lives and Times*. She served as a commentator on “The River and the Road: Nature, Culture, and Infrastructure,” Southern Historical Association, St. Louis, November 2013; was a panelist on “The Benefits of Publishing in a University Press Book Series,” Graduate Student Luncheon, Southern Historical Association, St. Louis, November 2013; spoke on “Tribute to John Boles, Retiring Editor of the *Journal of Southern History*,” Special Session, Southern Historical Association, St. Louis, November 2013, and on “Katharine and R.J. Reynolds,” Talk for the Federal Reserve, Richmond, Virginia, September 2013. She also appeared on C-Span 2, Book TV Appearance on April 26, 2014, discussing her book *Katharine and R.J. Reynolds* (2012). Gillespie was named the Presidential Endowed Professor of Southern History. This summer, she has been awarded financial support by the Office of Study Abroad to participate in a CIEE International (Faculty Development Seminar on the “Sociocultural Significance of Food in Italy and the Mediterranean” in Southern Italy.” She will use that experience to help her prepare a new First Year Seminar on the History, Culture and Politics of Foodways in the American South. See *Faculty Focus*.



## Faculty Updates

**Michael Hughes**, Professor, published an article, “Civil Disobedience in Transnational Perspective. American and West German Anti-Nuclear-Power Protesters, 1975-1982,” in *Historical Social Research* 39:1 (2014), pp. 236-53.

**Nate Plageman**, Associate Professor, published an article, “Colonial Ambition, Common Sense Thinking, and the Making of Takoradi Harbor, Gold Coast, c. 1920-1930,” in *History in Africa* 40.1 (2013): 317-352. He gave three invited presentations: “The African Personality Dances Highlife: Popular Music and Cultural Modernization in Nkrumah’s Ghana, 1957-65” for the African Studies Baraza Series, University of Florida, Gainesville, FL, April 18, 2014; “Highlife Saturday Night: Popular Music and Social Change in Urban Ghana” at Smith College, Northampton, MA, November 14, 2013; and “From High



life to Highlife: A Discussion with Nate Plageman and Jesse Shipley” at the Institute of African Studies, Columbia University, New York, NY, October 14, 2013. Plageman gave three conference papers as well: “A ‘Model Tropical Town’ Unveiled?: Administrative Improvisation and the Making of Takoradi’s African Township, 1928-1932” at the Meeting of the *African Studies Association*, Baltimore, MD, November 20-23, 2013; “The Things They Used to Sing about Changed Peoples’ Lives!?: Considering Highlife Music as a Repository for Ghana’s Recent Past” at the *Africa-Europe Group for Interdisciplinary Studies-European Conference on African Studies (AEGIS-ECAS)*, Lisbon, Portugal, June 27-29, 2013; and “Sizing-Up a ‘Model Tropical Town’: Imagination and Contestation in the Making of Takoradi Township” at the *Ghana Studies Association Conference*, Kumasi, Ghana, May 23-26, 2013. This year, he was also awarded with the URECA Faculty Award for Excellence in Mentorship in Research and Creative Work. See *Faculty Focus*.

**Rais Rahman**, Assistant Professor, published an article, “Beyond centre-periphery: qasbahs and Muslim life in South Asia,” in *South Asian History and Culture*, 5:2 (April 2014), 163-178. He gave two conference presentations: “Qasbahs, Muslims, and the Question of being a Minority: Social and Cultural Order in Colonial India” at the annual meeting of the British Association for South Asian Studies (BASAS), London, UK, April 2-4, 2014 and “Qasbahs as Space: Belongingness and the Meaning of Place in Colonial India” at the annual meeting of the Association for Asian Studies (AAS), Philadelphia, PA, March 27-30, 2014. Rahman gave three invited presentations as well: “Community Formation in the *Qasbahs*: Notes on Communalism in Colonial India,” Extension Lecture Series at Nelson Mandela Centre for Peace and Conflict Resolution, Jamia Millia Islamia University, New Delhi, August 19, 2013; and “What is History? Historiographical Perspectives from India’s Past” and “History Majors: Liberal Arts and the Career Options” at the Department of History, St. Xavier’s College, Ranchi, India on July 13, 2013. He also chaired a panel on *Reformulating Identity, Region and Pakistan* at a workshop/conference titled “Dislocating Pakistan: Reconstituting People, Reconstituting Space,” Durham and Raleigh, April 11-12, 2014. With the help of Archie and Griffin Funds, Rahman traveled to India last summer to conduct research in the cities of Mumbai, Delhi, and Hyderabad on his second book project on understanding Islam and cosmopolitanism.

**Jake Ruddiman**, Assistant Professor, presented new research “Soldiers Seeing Slavery,” that examined how soldiers in the American Revolution described the institution and enslaved people in their wartime writings, at the annual meeting of the Society for Military History in Kansas City on April 3-6, 2014. His first book, *Becoming Men of Some Consequence: Youth and Military Service in the Revolutionary War*, will be published by the University of Virginia Press in Fall 2014.

## Faculty Updates

**Penny Sinanoglou**, Assistant Professor, undertook research in newly released archival materials in London over the summer, with the support of the department's Griffin Fund, and subsequently finished revisions on her first book, provisionally entitled, *Playing Solomon: Britain and the Partition of Palestine, 1920-1948*. Thanks to a Junior Research Leave, an Archie Fellowship, and external fellowships from the American Association of University Women and the Remarque Institute at NYU, Sinanoglou has spent the bulk of the academic year conducting multi-country archival research and writing for her second project, *Legally Subject: Contested Nationality and Subjecthood in the British Empire, 1970-1950*. In November, she gave an invited lecture at the Van Leer Institute in Jerusalem, and in January was happy to return to North Carolina for an invited colloquium at Duke entitled "From Dividing Lines to Lines of Control?: Maps and the British Empire." See *Faculty on Leave*.

**Mir Yarfitz**, Assistant Professor, taught three new courses: *The Americas and the World*, *Colonial Latin America*, and *Modern Latin America*. He continued to develop his ongoing research on the early twentieth-century transgender history in Argentina and presented the following conference papers: "Mujer-Hombres and Other Inverts: Pornographic Publicity about Two Tragic Man-Women in Buenos Aires, 1930," at the annual meeting of the American Historical Association, Washington DC, January 4, 2014; "The Habit Doesn't Make the Monk': Public Pornographies of Woman-Men in Buenos Aires" at the NYU Critical Pornographies Symposium, May 2, 2014, and "Transgender Spectacles and the Modern Woman in Buenos Aires" at the Berkshire Conference on the History of Women in Toronto, May 25, 2014. Yarfitz also presented "Historiography of Gender and Sexuality in Latin America" on a State of the Field panel at the Organization of American Historians' conference in Atlanta, April 11, 2014, and "Dangerous Crossings: Transgender Narratives and the Modern Woman in Buenos Aires, 1902-1930" for the WFU Women's, Gender, and Sexuality Studies Colloquium Series, March 25, 2014. This summer, he plans to complete the bulk of the revisions necessary to turn his dissertation into a book manuscript, tentatively entitled "White Slaves and Jewish Masters: Organized Prostitution and Jewish Migrants to Argentina, 1890-1939." See *Faculty Focus*.

**Qiong Zhang**, Assistant Professor, See *Faculty on Leave*.

## Faculty Focus

**Jon Reinhardt Prize  
for Excellence in Teaching**  
Simone Caron

At the Founders' Day convocation this year, Simone Caron received the Jon Reinhardt Prize for Excellence in Teaching, an award that recognizes an experienced member of the faculty, distinguished as a teacher in the broadest sense of the word, and recognized not only for performance in the classroom but also for exemplifying the ideals of a liberal arts education. Here's what she says on receiving the award: "I am absolutely thrilled to have received the Jon Reinhardt Award for Excellence in Teaching this past February. I am profoundly beholden to all the alumni who wrote such touching memories of our time together both in the classroom and in mentoring relationships. While I certainly enjoy research and writing, teaching by far has been the most gratifying aspect of my career. I thrive on the intellectual encounters faculty are able to have with our bright, motivated students. As I keep reminding the powers that be, teaching is the central mission of the College. Long live the Liberal Arts!"

## Faculty Focus

### URECA Faculty Award for Excellence in Mentorship in Re- search and Creative Work

Nate Plageman

Nate Plageman was awarded with the URECA Faculty Award for Excellence in Mentorship in Research and Creative Work, an award presented annually to two faculty members who demonstrate excellence in the mentoring of undergraduate students. Plageman says:

“I was extremely honored to have received the URECA Award for Mentored Scholarship in the Arts or Humanities at our 2014 Founder's Day Convocation. The award was a complete surprise and I was extremely touched to hear the kind words of some of the students I have worked with in their efforts to craft independent research projects, shape their continued education, or obtain their personal goals. Like my colleagues, I relish in the knowledge that I have the opportunity to help students accomplish their own aims. To me, that is what makes Wake Forest a fabulous place!”



### History Department Chair

Thomas E. Frank

Thomas E. Frank, University Professor, will begin his term as the new chair of the department on July 1, 2014. Ronald Bobroff, the interim chair, is finishing his term this June to return to Oglethorpe University.

### Presidential Chair

Michele Gillespie

Michele Gillespie was named the Presidential Endowed Professor of Southern History. The Presidential Chairs recognize and support faculty who embody Wake Forest's teacher-scholar ideal and Gillespie is the first in the university to be honored with the endowed faculty position. “Our signature Wake Forest tradition of prominent teaching and scholarship on southern U.S. history is carried on brilliantly by Michele,” said Provost Rogan Kersh.

“Recognizing her exemplary work — and simultaneously honoring this central thread in the fabric of our institution — seems a perfect way to inaugurate this exciting program of presidential endowed chairs.”



### Settling in at Wake and in Winston

Mir Yarfitz

*Mir Yarfitz, Assistant Professor of Latin American History, completed his first year at Wake Forest. He shares his experiences of settling in at Wake and in Winston:*

“My first year of adjustment to Wake and Winston has been remarkably smooth. Coming from UCLA, I was somewhat nervous about how different the smaller institution and city would be, as well as the difference between Californian and Southern culture. I've been pleasantly surprised on all fronts. Wake's excellent new faculty orientation program helped me to connect with other new arrivals across the university, and my department colleagues have been both professionally and personally supportive.



## Faculty Focus

Wake's resources, from the library to speakers, have proven to be broad enough that I am never bored and feel supported in both teaching and research, as the teacher-scholar model promises.

Wake's students have given me daily opportunities to feel fulfilled in my new life. The school's scale and values have allowed me to develop bonds with students from first-years to seniors. I always walk away smiling from interactions in my classes, office hours, and at school events. While Wake students come from all over the world, they reflect the best of Southern culture: articulate, conscientious, and committed to local community. Many students volunteer regularly on and off campus, bringing *pro humanitate* to life, and student initiatives like OLAS' Latino Awareness Week contribute to an evolving campus culture.

As a Latin Americanist, I've been impressed by how many students have direct experience with Latin America or the Caribbean, through family, travel, study abroad, and service trips. In the classroom, those experiential connections help history feel immediately relevant. Wake students are notably committed to connecting their academic experiences to the broader world. Graduating senior history majors I've spoken with about future plans have told me that they have been very happy with how well the skills they've learned in Tribble Hall have prepared them for their next steps, from the LSAT to prof-fered jobs on Capitol Hill and in the non-profit world.

Among the many democratic features that I appreciate in the History Department is the egalitarian faculty participation in the divisional courses – all of us, from new members to named chairs, engage the full range of Wake students in the discipline's major questions across large areas of time and space. The breadth of students (all years and interests) and content present some intriguing teaching challenges, and I have appreciated my colleagues' enthusiasm in sharing techniques. This introductory structure fits well with current scholarly conversations, as the discipline of history has become increasingly transna-

-tional, moving beyond the national lens to consider movements of people and ideas as well as engagement between governments and institutions. As our primary opportunity to interact with Wake students whose major interests lie elsewhere, the divisional gives us a chance to show them how exciting history can be beyond the high school level and help them build skills in assessing evidence, distinguishing between arguments, questioning assumptions, and developing confidence and precision in speaking and writing. Discussion in my divisional class *The Americas in the World* has become particularly animated around US involvement with Latin America during the Cold War, which was before students' lifetimes, but continues to resonate in contemporary geopolitics, providing a clear link between history and the globalized future.

In my off-campus life, I've enjoyed living in a restored textile factory in downtown Winston, near a burgeoning arts district, some interesting new local restaurants, and the three-screen independent movie theater. I play the cello in the Salem Community Orchestra – all readers are invited to our upcoming performance on May 10<sup>th</sup> in Old Salem's Home Moravian Church. Now that the weather's warming up again, I look forward to continuing to explore the natural beauty of North Carolina, having gotten in some nice hiking and biking in the mountains and around Salem Lake. I've been impressed with local historic preservation efforts, and out-of-town guests have made good use of my Old Salem membership – their staff have done a great job fielding questions even from cantankerous historians. In sum, this is a pleasant and easy place to live, with enough culture to keep things interesting. I love my job, and I don't miss LA traffic.”





## Faculty On Leave

### The Spaces In Between Penny Sinanoglou

*During her junior research leave and with the support of the Griffin and Archie Funds at Wake Forest and external fellowships from the American Association of University Women and the Remarque Institute at New York University, Penny Sinanoglou has spent a year conducting research, presenting her work, and writing:*

“The condition of being “in between” seems to be a theme of my life and work this year. It is both a core concern of my intellectual work, and, interestingly, the state I have found myself in for much of my research leave. I work on people and places in transition or between categories, and this year I have found myself researching and writing between two major projects and across multiple countries.

I began my year in the National Archives in London, which now feel like a second home, and where I suspect I may have spent more time cumulatively in the past decade than in any single place I’ve actually lived. There I worked through a large cache of documents on the end of British rule in Palestine in the 1940s. These documents had been secretly and illegally held outside the archives for many years (at a place quite literally in between the colonial world and the world of the archive—a store-room in a government training center in the English countryside), and were released only six weeks before I arrived in London. So I experienced a real thrill at reading brand new material on a period I know very well.

These archival documents are crucial for the last chapter of my book manuscript, entitled *Playing Solomon: Britain and the Partition of Palestine, 1919-1948*. This book focuses on a tiny but internationally significant territory, Palestine (present-day Israel and Palestine), which was administered by Britain as a League of Nations mandate from the end of World War I until the 1948 Arab-Israeli war, and it asks how and why the idea of creating multiple states out of this small area came to be so dominant and long-lasting. I argue that Palestine’s place in the larger British empire, and its status as a League mandate, subtly but powerfully influenced both Britain and then the international community to turn to partition as a solution for the complex problems in Palestine.

Palestine was a territory in between – not a colony but also not an independent state – and the solution of partition created, as we all know, a similarly unsettled situation. My second project, provisionally entitled *Legally Subject: Contested Nationality and Subjecthood in the British Empire, 1870-1950*, has been the focus of most of my work this year. This project considers how individuals across the British empire used British and international legal and bureaucratic systems to contest their national and subject status, and to make claims to privileges, rights and protections. The individuals I am writing about in this project find themselves between places, legal categories, or classifications, and I am analyzing how they utilize (or fail to utilize) the law to their own advantage. We tend to think of nationality as a fairly straightforward concept, and a “fact” that is easily determined, but in fact it is both a slippery and ever-changing characteristic with a complex history.

Right now I am working on two sets of marriage-related cases: first, those of British women who lost their nationality upon marriage to foreign husbands (something that was common internationally well into the twentieth century); and second, those of both men and women in the British empire whose national status was rendered unclear due to entirely legal polygamous or potentially polygamous marriages (remember that in most of the British empire, legal marriage was determined by religious communities, and the empire included large numbers of Hindus and Muslims). This is the first time that legal cases have comprised the bulk of my primary source base, so I am encountering the challenges and rewards of working with new kinds of documents. In

particular, I appreciate that the legal cases I am working on give me a sense of lives that I might not otherwise encounter; many of my subjects are ordinary people and without their legal

troubles they likely would have vanished from the historical record without a trace. It is exciting to start a new project, especially one like this that ranges so widely both geographically and temporally. When I'm not sifting through thousands of legal cases from Malta, India, England, Hong Kong, Turkey, Bermuda, and Palestine, among many other places, looking for ones relevant to contested nationality, I am reading secondary literature from fields as diverse as law, English and anthropology. One of the great benefits of spending the spring semester on a fellowship at the Remarque Institute at NYU is that there are so many scholars here working on legal history. So in addition to traveling to archives and conducting research in libraries, I have been attending lectures and seminars and meeting with other scholars and legal practitioners. I'm reminded that to be a really good scholar is to always be a student. The same, I think, might be said of being a teacher, a role to which I look forward to returning in the fall!"

## Faculty On Leave

### Sojourn in Seoul Qiong Zhang

*Qiong Zhang was on a research leave in Fall 2013 which spent at Seoul National University, South Korea. She shares her experiences about conducting research as part of the Templeton "Science and Religion in East Asia" Project:*

"Last year, I spent seven months from the end of May to late December on a research leave at Seoul National University, South Korea. My leave was made possible by a long-term fellowship from the Templeton "Science and Religion in East Asia" Project hosted by SNU. The leave was truly a life-changing event for me, as I found myself, for an extended period of time, in the midst of a vibrant intellectual community that counted among its members eight international scholars on short- and long-term fellowships and a dozen Korean researchers from various universities, all of whom were working on topics broadly related to mine. My research also benefited tremendously from the Ming-Qing Chinese collections at SNU Library and the Kyujanggak, the royal library of the Joseon Dynasty (1392-1910) founded on the premise of SNU, and the special collection of seventeenth-century Jesuit and Chinese world maps held at the Christian Museum of Soongsil University nearby.

During the leave, I participated in three conferences and completed my book manuscript. I delivered a paper, "Charting the Four Seas: The Mental and Linguistic Gymnastics in the Seventeenth-Century Chinese Encounters with the New World," at the Bi-Weekly Templeton Seminar at the end of May. In late June, I traveled to Macao to serve as chair and co-discussant for a panel entitled "Circuits of Exchange: Global Commerce, Cultural Transformation, and Chinese Literature in the 16th and 17th Centuries," held at the 8<sup>th</sup> International Convention of Asia Scholars. I also delivered a paper in the Second Templeton International Conference on Science and Religion in East Asia, entitled "Translating the Four Seas across Space and Time: the Web of Words and Social Relations Linking the Jesuits and Evidential Scholars in Seventeenth-Century China" (Seoul, December 12-14). My book manuscript, *Re-Centering the Middle Kingdom: The Jesuit Mission and Discourses on the New World in Early Modern China*, has been accepted for publication and will appear in print next year.

My book focuses on the collisions and fusions between pre-modern Chinese and late Renaissance European cosmological and geographical visions of the world in the context of the Jesuit mission in China during the seventeenth century. Methodologically, I try to map out the dynamics of the "contact zone" as a unique environment that shaped the kinds of knowledge produced by diverse discursive communities occupying the contact zone. One of these communities were the Jesuits. I show how their short-term goal to seek approval from their Chinese patrons and their long-term agenda to convert them led them to craft a version of Renaissance European vision of the physical and cultural world that was at times less coherent or faithful than convenient. To ease their Chinese audience out of their "Middle Kingdom Complex," the Jesuits stressed two



## Faculty On Leave

human civilization but is rivaled or surpassed by Western Christendom. How and where did these Jesuit ideas end up? I examined the major representative works of three concurring, partially contesting and partially overlapping Chinese discourses among the cosmologists, the classicists, and the world geographers from this period and documented a striking pattern: whereas many of these scholars openly or reticently embraced the notion of the globe and other essential elements of Jesuit cartography and world geography, almost all of them rejected the latter's effect of de-centering China. Instead, these scholars subscribed to a new myth-history about the ancient Chinese origin of Western learning and moved on to reinvent and advance what they had learned from the Jesuits so as to restore the lost wisdom of ancient China. The net result of this early modern Chinese encounter with the "New World," then, was a profound cultural renewal, rather than the intellectual and spiritual conversion which the Jesuits themselves had worked hard for.

I was happy to be back to my classes and students this spring. Meanwhile, I have started to explore yet another frontier between science and religion in early modern China for my second book project: the uses of Aristotelian natural philosophy in the Jesuit and Chinese Catholic drives against Chinese popular religion. I presented some of my tentative arguments for the project in my paper "The Belligerent Jesuit: Catholic Campaigns against Heterodoxy in Early Modern China" at this year's Renaissance Society of America annual conference in New York, March 26-29."

## Student Updates

**Elizabeth Busby** ('15) received Richter Scholarship to conduct six weeks of research in Ghana in June-July 2014. Her research project, "Perspectives on Education in Contemporary Ghana", endeavors to explore what a range of non-government actors, particularly teachers and educators, see as the largest challenges to the nation's system of primary school education.

**Christine LaBatt** ('14) was accepted into Florida State University for graduate work in History.

**Joey Nelson** ('16) worked as an intern in summer 2013 for Congressman Howard Coble, in his DC office and district office in Madison, NC where among a host of interesting things, he was also able to write a few speeches to be published in the Congressional Record. In summer 2014, Nelson will intern for Ms. Virginia Johnson, the director of North Carolina Governor McCrory's new Federal Relations Office in Washington, D.C. He will mostly be assisting in Governor McCrory's new Federal Relations Office in Washington, D.C. He will

ideas: (1) that the earth is a globe, with multiple oceans covering much of its surface, rather than a more or less square land mass flanked by the Four Seas as the dominant Chinese view held it to be; (2) that China is not the unparalleled center of

mostly be assisting in working to communicate a wide variety of information back and forth between the Governor's Office and all the Congressional and Senate offices of NC members.

**Leah Schenkel** ('14) has worked as an intern with the Lawrence Joel Coliseum Memorial Project, researching accuracy of names, dates, titles and wars on memorial markers in conjunction with a reading course on Public History.

**Robert Lewis Wilson III** ('14) has just launched a new undergraduate on-line humanities and social sciences journal at Wake Forest University in his role as editor-in-chief. His associate editors included several history majors: Alex Wilkins ('15), Hannah Ahms ('16), Maggie Rodgers ('13) and Caroline Culp ('13). The journal website is: <http://www.jhass.org>. Wilson has accepted a position teaching English and history at Hubei University in Wuhan, China.

## Student Focus



### In Defense of Liberal Arts: Reflections of a History Major Jessica Lockhart ('14)

*The following write-up originally appeared on Wake Forest College website on January 17, 2014. Jessica presented her research at a conference: [“Lay My Burden Down”](#): Freedom and Legacies of the Civil War Conference that the Wake Forest History Department, Winston-Salem State University, Old Salem Museum and Gardens, and the N.C. Office of Archives and History co-sponsored. This conference commemorated the Sesquicentennial of the Civil War in North Carolina. In the short piece that follows, Lockhart shares her invaluable experiences of researching, writing, and sharing one’s research and what she thinks about the role of the liberal arts in the lives of students.*

“As a senior history major, I have become all too familiar with having to explain why the liberal arts is a valuable aim. Too often, the working world sees liberal arts majors as these fanciful individuals who are choosing to pursue whims instead of learning marketable skills. These critics could not be more wrong. Every history major is required to take a History 390 course which is centered on performing original research and writing a thesis. The paradox of this class was that it pushed each individual student to do their best work while also pushing students to learn to work with others. The entire research process, while done mostly alone, was supported by input from the professor and the other students. Since each student was performing research within a set field, all of the students’ papers added to one another and to the overall study of that field. In the working world, many jobs are accomplished in a similar collegial fashion. While each worker has individual jobs, each is a part of a larger group which is working towards solving some bigger problem. The actual process of writing the thesis helps push the students to their maximum potential. Throughout the semester, the thesis is revised dozens of times. Each time, my ability to communicate ideas became more refined and perfected. The process may be tedious at moments, but it allowed me to refine my ideas and my communication skills.

The most important part of the class, to me though, was actually completing and presenting the final research. Formulating and presenting original ideas is a part of most majors and jobs. Three students, including myself, presented our research not just to our peers but at the Freedom Conference. This was an opportunity beyond imagination, especially for me, since my future plans include receiving a graduate degree in history. We were able to present our research in front of professional historians from other universities and colleges who shared our interests. Being able to engage in a conversation with both our moderator and the audience pushed us to consider our research in different ways and in a broader context. This opportunity would be valuable even for those who do not plan to be professional historians. In most jobs, workers have to be able to present their work and reconsider it after receiving both positive and negative criticisms. While the value of this class for me was the glimpse into the life of a professional historian, the class was beneficial even for those who will enter different fields.”



## Student Focus

### History and Finance: Thinking in Tandem Evan Schwed ('15)

*Evan Schwed is a rising senior with a double major in History and Finance. In the following write-up, he discusses why he chose to double major in History and Finance and how knowledge of history is increasingly critical in a globalized world:*

"I am often asked why I choose to study both finance and history in-depth. My answer is the following: a common goal of studying both subject areas is to attempt to utilize information extracted from the past to forecast what will happen in the future. Knowledge of both are necessary, in tandem, to more accurately predict what will happen in the future as a business manager.

For example, many financial analysts view India as an emerging market, where multinational companies can utilize local labor to decrease fixed costs abroad. I study the Indian people because of its rich historical backgrounds and my own personal intrigue. However, most financial analysts do not have an in-depth understanding of the various religious, social, and economic differences throughout the Indian subcontinent. Without gaining an understanding as to how local populations interact within different societies in India, financial analysts may unknowingly make narrow-minded decisions. To hire and effectively manage employees from various castes, for instance, requires a deeper understanding of the dynamics of the caste system. This type of intricate problem cannot be solved by manipulating numbers. It is a problem that must be examined by understanding the history of how different cultures have and continue to interact in the world economy.

As financial managers continue to employ workforce in numerous countries, it becomes imperative that they have greater recognition of where and with whom do they do business. In order to avoid a level of distant managing where solutions may range from "pay them more" to "fire them all," financial personnel need to understand the historical and cultural backgrounds of their employees to improve results in an increasingly globalized work environment. Immediately, most people point to consulting as a way to remedy the oversimplification of managerial decision-making. However, consulting is pricey, involves third-party relationships between managers and their international employees, and lacks the firsthand experience and handling. By understanding the various cultural traits associated with international workers, managers in the 21<sup>st</sup> century have the opportunity to build more interpersonal relationships with their global employees. I study both finance and history because I believe that these relationships will be vital in developing managers, more than ever before."

## Phi Alpha Theta

*2013-14 was a great year when our Phi Alpha Theta students presented their research at various conferences and several of them were honored with awards.*

**Jessica Lockhart** ('15) gave her paper, "The Imperial Agenda of the African Methodist Episcopal Church: Re-Defining African American Religious Identity, 1870-1917" at a Phi Alpha Theta Regional Conference at Brenau University, in Gainesville, Georgia on March 29, 2014. She was awarded second prize for overall best paper at the conference.

**Robert Lewis Wilson III** ('14) gave his paper, "Hands Off My Property: Reincorporating the Reasons behind States' Rights," at a Phi Alpha Theta Regional Meeting at Elizabeth City State University on April 5. His paper won best overall for his category.

## Phi Alpha Theta

*Five Phi Alpha Theta students presented their research at the biennial Phi Alpha Theta History Honors Society Conference in Albuquerque, New Mexico, January 2-5, 2014:*



**Emily Anderson** ('14), "Fractured Identities and an End to the Official Myth: Operation Pedro Pan, 1960-1962."

**Nathaniel Brickhouse** ('14), "Evliya Celebi: An Ottoman Traveler in the Age of Confessionalization."

**Brittany Forniotis** ('13), "The Guatemalan Coup: Communist Suspicions or Personal Tie."

**Julie Huggins** ('14), "We Cannot Turn Back': How Civil Rights Leaders Changed the Meaning of Freedom from 1955 to 1970."

**Saverio Longobardo** ('13), "Foreign-Domestic Parallelism: Civilization and the Rule of the Indians and Protectorates after 1865."





## Phi Alpha Theta

*A panel of three students presented their research at “Lay My Burden Down”: Freedom and Legacies of the Civil War Symposium held at Wake Forest University, October 18, 2014:*

**Hutton Baird** ('14) “...From One Blood”: Berea College’s Sustained Devotion to Equal Education for Black and White Students, 1865-1920.”

**Troi Hicks** ('14), “It is a Sentiment and Not a Conviction’: The Southern Baptist Convention and Its Legacy of Racial Hierarchy in the Late 19<sup>th</sup> Century.”

**Jessica Lockhart** ('15), “The Imperial Agenda of the African Methodist Episcopal Church: Re-Defining African American Religious Identity, 1870-1917.”

## Student Paper Prizes & 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 30:*

The Forrest W. Clonts Award for Excellence in History: **Aubrey Peterson**

Stephen Vella Prize for Excellence in Writing: **Robert Wilson, III**

The W.J. Cash Award for Research in Southern Studies: **Liam McIntyre**

The C. Chilton Pearson Prize in US History: **Emily Anderson**

Richard Worden Griffin Research Prize in Asian, African, or Latin American History: **Joseph DeRosa**

The Forrest W. Clonts Research Prize in European History: **Deshawna Kiker**

## Alumni Updates

**Emily (Ross) Bakely** ('05) is a production editor for the Naval Institute Press in Annapolis, Maryland.

**Mike Bowen** ('88) joined the NC National Guard and later taught college-level Biomedical Sciences for 10 years. He eventually returned to go on full-time orders with the Guard, including a one year deployment in Iraq. He has recently transferred to the US Army Reserve, where Bowen serves "part-time" as the Deputy Chief of Staff for U.S. Army Civil Affairs and Psychological operations Command (Airborne) at Fort Bragg.

**Andrew Britt** ('09) is currently completing his second year of graduate study in the Department of History at Emory University. This last year, Andrew received the Ross H. and May B. McLean Prize (awarded annually by the Emory History Department faculty to the first-year graduate student who achieved the most distinguished record for the previous year), won a 2014 Summer Foreign Language and Area Studies Fellowship (FLAS) from the Department of Education and Tulane University to support his study of Portuguese at the Pontifical Catholic University of São Paulo, and was one of five recipients of the 2014 Brazilian Initiation Scholarship Award, which he will use to research how and why Brazil's state-employed urban planners considered race and ethnicity in development schemes.

**Jessica Carlton** ('10) graduated from the American University in May 2013 with an MA in history and is now working for Congressman Frank Wolf as a constituent services assistant out of his Herndon, VA office.

**Carolyn H. Carter** ('74) is currently working as an adjunct professor at NCSU in the MPA program. She is also serving as the Editor/Project Manager for the NC City/County Management Association Book Project.

**Barry Clendenin** ('67) will teach for the sixth summer as an adjunct faculty member in the 2014 summer session at George Mason University's School of Public Policy.

**Caroline Culp** ('13) will be starting a PhD program in Art History at Stanford University in Fall 2014, with a full fellowship that she has received.

**Ryan Crimmins** ('10) will be enrolling this Fall at Oxford University for a masters in Early Modern and British History. His dissertation will focus on the effect of confessionalization on the collective conduct and culture of the military during the Thirty Years War.

**Earl F. (Chip) Dewey** ('75) graduated from Albany Law School in 1978 and later spent 3 years active duty with the Navy, retiring from the reserves with the rank of Captain in 1998. As a member of the New York, Virginia, and Connecticut bars, Dewey had a 25-year career as an insurance defense lawyer after which he retired.

**Jaime Espensen-Sturges** ('08) graduated last August with a Master's in Public History at Texas State University in San Marcos. She has been working as the Interim Archivist for the Alamo Research Center in San Antonio, Texas, since February 2013, and plans to become an Archivist upon completing a Certified Archivist exam. Espensen-Sturges is getting married in September and writes that she has "the best dog in the whole world."

**James A. Fisher** (M.A. '72) is Professor Emeritus of History and Geography from the University System of Georgia. Since his retirement in 1997, he accepted a position as Assistant Dean and Campus Director of the Lawrenceville Campus of Shorter University, and retired again in 2008. He plans to eventually retire in 2015.

## Alumni Updates

**Emma Lawlor** ('11) is completing her first year as an MA student in Geography at the University of Arizona. She has received funding to conduct ethnographic fieldwork this summer in Nicaragua and El Salvador where she will be studying a regional kidney disease epidemic affecting Central American sugarcane workers.

**Cynthia Grant** (MA '86) has retired from museum administration and now works her small farm in Alleghany County, NC, and teaches history and humanities at Wilkes Community College in Sparta.

**Robert M. Hathaway** ('69; M.A., '72) is in his 16<sup>th</sup> year as director of the Asia Program at the Woodrow Wilson International Center for Scholars, in Washington, D.C. In 2013, he co-edited a book, *New Security Challenges in Asia*, published jointly by the Wilson Center Press and Johns Hopkins University Press.

**Jim Hershman** (M.A., '71) wrote an Afterword for the new memoir of Ed Peeples, *Scalawag: A White Southerner's Journey from Segregation to Human Rights Activism* (University of Virginia Press, 2014). He also presented a paper at the 2014 Virginia Forum at George Mason University.

**Michael Hewins** ('73) was appointed as the Chief Operating Officer of NewSat, Australia's satellite company. Hewins has more than 30 years of experience in the space industry, focused primarily on risk management and launch insurance. Earlier, he was the Chairman and CEO of AstroVision International, Inc., before taking the helm of AstroVision Australia.

**Larry Ingle** ('58) will be publishing his book, *Nixon's First Cover-up: The Religious Life of a Quaker President*, this fall with the University of Missouri Press. It is a look at the religious underpinnings of a controversial American President, how they worked out during his administration from 1969-

74, and the difficulty of exploring the religions of public figures.

**Sally K. James** ('13) interned for Tostan in Washington, DC this past fall, and is currently an intern in the White House Office of Public Engagement. She will be enrolled this coming fall in the Masters in Public Administration in Non-profit and Public Management and Policy at New York University's Wagner School of Public Service.

**Meenu Krishnan** ('13) is completing her MA in International Politics at Cambridge University. She has just been awarded a Fulbright Fellowship to study public policy and the Roma in Spain next year, and has decided to defer acceptance to Yale University School of Law for a year.

**Walker MacKenzie** ('13) will be attending Northeastern University in the Fall to complete a Masters in World History.

**Ivy Myntti** ('13) will be enrolled this fall in the MA Program in German and European Studies at the School of Foreign Service at Georgetown, where she has received a fellowship.

**Jimmy L. Myers** ('75) retired from the US Navy Chaplain Corps with five years active service and twenty-three years in the Reserves. In December 2013, Myers completed his nineteenth year on the District Court bench in the 22B District (Davie and Davidson Counties), and in February, he was re-elected for a sixth term. Myers continues to rekindle his love for History. In July 2013, he was a re-enactor at the 150<sup>th</sup> Anniversary of the battle of Gettysburg.

**Anna Norville** ('91) is currently working as the Vice President of Development at the Autry National Center of the American West, an intercultural history and art museum in Los Angeles, CA. She received her MA in Museum Studies from



## Alumni Updates

The George Washington University and is happily using both my history and museum studies training in her profession.

**Kara Peruccio** ('11) will graduate from the University of Chicago's Middle Eastern Studies M.A. program in June 2014. Her thesis was titled "Anavatandaşlar: Motherhood and Kemalist Modernity in *Gürbüz Türk Çocuğu, 1926-1937*." In the fall, Peruccio will start the University of Chicago's Near Eastern Languages and Civilization (NELC) PhD program in their Islamic History track. She plans to focus on women's history in the late Ottoman Empire and early Republican Turkey and is also interested in the history of the modern Mediterranean. She hopes to do comparative work on authoritarian regimes in the interwar period, particularly Fascist Italy and Kemalist Turkey.

**Lindsey Rogers** ('13) will be attending Wake Forest Law School in the Fall.

**Andrew Rodriguez** ('13) will be attending the MA in Management program at Wake Forest University this Fall.

**Benjamin Gale Scharff** ('03) is currently finishing his PhD at West Virginia University. He also just accepted a tenure-track position at Mercyhurst University. With a focus on colonial US History, he examines the interchange between empire and local agency. Schraff is interested in how the Seven Years' War affected American Society, its place within the British Empire, and how it dealt with Native Americans.

**Karl P Sondermann** ('03) is now at the Army's Staff and Command College at Fort Leavenworth.



**Ann Tucker** ('05) is graduating this May from the University of South Carolina with a PhD in History. Earlier, she completed an MA in 2008 from the same university. Her dissertation is titled: "Newest Born of Nations": Southern Thought on European Nationalisms and the Creation of the Confederacy, 1820-1865."

**Beth Ann Williams** ('10) is currently completing her first year of graduate study in African history at the University of Illinois. Earlier, she taught English in South Korea under the EPIK government program. Williams has also been granted a 2014 Summer Foreign Language and Area Studies Fellowship (FLAS) to study Swahili in Mombasa Kenya.

**Peggy Welch Williams** ('73) worked for all three branches of federal government over 33 years: the Space and Science Committee of the US House of Representatives, NASA Langley Field for the Viking Mars project (where her signature is on the Mars lander along with everyone working on the project), Registrar at the Federal Executive Institute, and Judicial Assistant to a U.S. District Judge in Charlottesville, Virginia for 25 years. Since her retirement, Williams worked for the Martha Jefferson Hospital Foundation and is presently the Director of Communications and Events for the Charlottesville Area Community Foundation.

**Joe Wescott** ('81, MA '00) was elected President of the National Association of State Approving Agencies (NASAA) in Atlantic City, New Jersey. Wescott's book on the history of the North Carolina Community College System entitled, *Creating Success*, will be published in June.

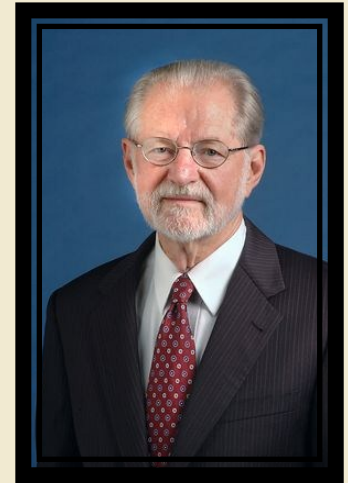
**Noell Wilson** ('94): graduated with a Ph.D. in History and East Asian Languages from Harvard (2004), and was recently promoted to Associate Professor at the University of Mississippi. He has a book on early modern Japan forthcoming from the Harvard University Asia Center (2015): *Defensive Positions: The Politics of Maritime Security in Tokugawa Japan*.

## Alumni Focus

### Pete Daniel ('61) Shapes Southern History

*This piece was originally published by **Kerry M. King** ('85), Wake Forest Magazine, February 21, 2014.*

*Prominent historian John Boles once described Pete Daniel ('61, MA '62, P '90) as a “shaper of Southern history.” Daniel is a retired senior curator at the Smithsonian’s National Museum of American History and an award-winning author who has written extensively on the transformation of the South in the 1950s. He spoke at a [number of events](#) at Wake Forest in February.*



**As a son of the South growing up during segregation, did your background inspire you to become a historian?**

Growing up in a small North Carolina town (Spring Hope) in the 1950s, attending a segregated school, observing the contradictions in segregation, participating in sports, being active in church activities and Boy Scouts, attending movies, listening to rock ‘n’ roll, and feeling the tremors of changes along the color line created tensions that have endured throughout my life.

My curiosity about the changes in rural life that swept through the South over my grandfather’s lifetime and my own led to [“Breaking the Land,”](#) a book that covered the transformation in the rural South for the century after 1880.

The 1950s was a decade of enormous tension and transformation in the South, and as I got older I looked back with curiosity on a time mislabeled as dull and unimportant and discovered layers of unexpected and unexplored issues. [“Lost Revolutions”](#) was in one sense an exploration of my formative years but in another a challenge to the consensus take on the decade.

**As a student in the late 1950s and early 1960s can you describe the racial environment on campus at the time and how that shaped your life and your thinking?**

“Wake, of course, was segregated, but many students favored its (segregation) demise ... I think that there were many white Southerners who wanted segregation to end, but they were reluctant to speak out for fear of being shunned.”

Just before orientation in 1957, I went to a Baptist retreat and there met lasting friends — George Williamson ('61), Charles Chatham ('61) and Byron Moore ('61), to mention a few. In my home town Spring Hope there were few people who would openly discuss segregation and the implications of the Brown v. Board of Education decision, but at the retreat I discovered a freedom to discuss what had been taboo. Wake, of course, was

## Alumni Focus

segregated, but many students favored its (segregation) demise. As president of the freshman class, I supported integration in the student legislature. I also learned parliamentary procedure from (politics professor) Don Schoonmaker, a master, who later taught my daughter, Laura, at Wake. There were, of course, ... racists in the student body, and this created lively discussions.

During these years the Montgomery Bus Boycott took place elevating Martin Luther King Jr. to national prominence, the crisis at Central High in Little Rock unfolded, and in February 1960 the Greensboro sit-ins launched South-wide sit-ins and arrests and, importantly, led to the founding of the Student Nonviolent Coordinating Committee. I think that there were many white Southerners who wanted segregation to end, but they were reluctant to speak out for fear of being shunned. Segregationists were vocal, threatening and abusive. It was only when researching and writing "Lost Revolutions" that I discovered the complex layering of prejudice and the events that ran beneath the surface of life.

### **I understand that Professor of History David Smiley and Professor of History and Asian Studies Balkrishna Gokhale were major influences on you; how did they influence you?**

David Smiley was a great teacher. His lectures were exciting, intellectually challenging, witty and profound. He was eccentric in his delivery and with his grimaces, and he scorned conventional wisdom. Southern students, stung by his bold claims, rushed to the library to disprove him, and he slyly smiled at their retreating backs. He claimed that education took place between the library and the coffee shop, and the human and liberal arts focus of Wake offers the opportunity for exploring ideas beyond the classroom. For me, his challenging interpretation of Southern history was refreshing, liberating. I took his seminar my first semester in the M.A. program, and the A I received is memorable to this day. Later he read the manuscript of "[Breaking the Land](#)" and made helpful suggestions. He remained my mentor.

Balkrishna Gokhale brought a new culture to Wake Forest. India had only been independent for a decade at the time, and he personified historians of India who were delving into a past that had largely been either ignored or debased by conquest. His discussion of Indian religions was objective and instructive. At one point I considered majoring in the history of India but decided that the issues in the twentieth century U.S. South were more compelling. One brash graduate student asked Dr. Gokhale if he ate steak, a meal that ran afoul of Hinduism. He calmly replied, "Only the Indian cow is sacred."

### **How did your time as a foreman on the factory floor at RJ Reynolds shape your understanding of race relations?**

After I completed the M.A., I hoped to teach high school, but my interview did not go well, inasmuch as the administrator all but insulted me. I left in a huff and went to work for RJR. In 1962 federal rules forced integration of the rest rooms, and I watched white workers wince as the word came down. Since I was a foreman and talked with all of the workers on my floor, I heard quite a few choice remarks. The factory manager and higher ups went ballistic when someone discovered a sheet with NAACP on it calling for a strike of the African American men who pushed trucks of cigarettes from the making to the packing room. They were paid for a lesser job, they complained. In the meeting to evaluate the problem, the factory manager suggested several draconian actions should a strike begin. I asked, "why didn't he give them a raise?"



## Alumni Focus

Since I was on the night shift, I ate dinner at a Greek restaurant with the other foremen and supervisors, and we got into some spirited conversations about integration. I learned that by sticking to my integrationist position my segregationist friends listened and argued with energy but not anger. I also learned a great deal about managing 50 workers, keeping up with the flow of tens of thousands of cigarettes, and listening to complaints as well as to good stories. Factory management did not pose the kinds of challenges that interested me, and I left in 1963 to teach at the University of North Carolina at Wilmington.

**Since joining the [National Museum of American History](#) in 1981, you've curated exhibits on everything from New Deal photography to rock and soul music, to science in American life to a devastating flood (which led to ["Deep'n as it Came: The 1927 Mississippi River Flood"](#)). Is there any one, or two, exhibits of which you are most proud?**

The two exhibits that stand out over my career are Science in American Life and Rock'n' Soul: Social Crossroads. Research for the Science exhibit kindled my interest in pesticides, and the exhibit raised questions about toxicity. Researcher Louis Hutchins discovered material in the National Archives on the fire ant spray campaign of the late 1950s, and ultimately I did an article on the subject and widened my pesticide research that culminated in the Walter Lynwood Fleming Lectures at Louisiana State University and ["Toxic Drift: Pesticides and Health in the Post-World War II South."](#) We installed an astro-turf yard in the Science exhibit that looked remarkably like a magazine advertisement from the 1950s, and there was a shed with DDT and other chemicals.

Around the corner from a house featuring a discussion of the increasing role of plastics in our culture was what I referred to as the Rachel Carson Shrine with a video that pitted her calm remarks about nature against Professor White-Stevens who denigrated her ideas. There were pro and con Carson cartoons, her books, and two pelican eggs, one healthy and the other crushed, a vivid example of how DDT weakened eggshells. The American Chemical Society sponsored the exhibit but had issues with our insistence on social history, that is, what happens when science leaves the laboratory. We were extremely fortunate that Edmund Russell, a pre-doctoral Smithsonian fellow, shared his research for what became War and Nature. Our troubled relationship with the American Chemical Society was unfortunate, but our curatorial team held to our commitment to present history and not a trade show celebrating great scientists. I was extremely proud of the exhibit.

**And the second one?**

Failing to raise funds for an exhibit at the National Museum of American History, we accepted an offer from Memphis sponsors to place the [Rock 'n' Soul exhibit](#) there. It took a dozen years to raise funds, conduct research, collect objects, interview some hundred people connected with the music business in Memphis, and design and mount the exhibit. For me, growing up in a small town in the 1950s and listening to rock 'n' roll music, it was thrilling to interview such artists as Carl Perkins, Jerry Lee Lewis, Rufus and Carla Thomas, Billy Lee Riley, as well as Sam Phillips whose Sun Studio recorded both black and white performers, and Jim Stewart who, along with his sister, Estelle Axton, founded Stax Studio. Unlike hall of fame music exhibits, Rock 'n' Soul was a historical exhibit that examined the countryside with its musical heritage and then entered Memphis where it collided with the city's powerful urban musical traditions.

## Alumni Focus

**Three things people might not know about you: you lived in the Wake Forest trailer park as a young married graduate student; you were an aide and speechwriter for former North Carolina U.S. Senator Robert Morgan; and you're a very fine wildlife photographer. How did your interest in photography develop?**

I always smile with pride when I look back on my M.A. year when Bonnie Sullivan Daniel and I lived in the Wake trailer park and when Lisa, my older daughter was born. Laura, my younger daughter, graduated from Wake in 1980 and has had a remarkable career and is presently chief of staff for Sally Jewell, Secretary of the Interior.

In 2004 when I turned 65, I acted on a life-long dream of going to Africa, and I took along my N70 Nikon and was frankly amazed at the photo opportunities. My first major wildlife photograph came on a trip my family took to Maui during the Christmas holiday season in 2001. It was a classic humpback breach with the whale at the top of its arch and hills in the background rising in the other direction. One can take thousands of pictures of wildlife but only occasionally a photograph.

I have upgraded my camera and lenses and each year attempt to improve on my images of leopards, lions, elephants, rhinos, cheetahs, and buffalo. These animals are beautiful and wild, and one never knows what might happen in the bush. The rangers are knowledgeable about the animals, vegetation, birds, and history. At the end of the day we pause for sundowners and watch the Southern Cross emerge and then a dense milky way emerges that resembles clouds. I've met guests from all over the world and shared their stories and company.

**You're going to talk to history students here about career opportunities. What's your assessment of the field today?**

The dreadful job market is a fact of life for historians. It is important, I think, to look beyond the classroom for work. I preferred working at the [National Museum of American History](#) to classroom teaching, although my academic friends suggested that I might eventually get a real job. Museum work was varied and combined collecting, exhibits and research, plus, of course, dull meetings and deadening bureaucratic duties.

Historians have skills that are valued in many jobs, especially the ability to write and analyze. Sadly, many well-educated people have not learned to express themselves well and are not able to take apart and analyze ideas. The American History museum has not hired many historians of late, but the [National Museum of African American History](#) has hired a staff and begun collecting and planning for its opening in several years. There are opportunities for historians, but increasingly one must look beyond the academy.

## Alumni Focus

### Studying to become a Professor

Kara A. Peruccio ('11)

*Kara Peruccio is currently a graduate student at the University of Chicago. Here, she recounts her time at Wake Forest History Department and how it helped in her pursuit of higher education. She also has a few valuable suggestions for the current students:*

“When I came to Wake Forest, I knew I wanted to major in history and planned on becoming a high school history teacher. After I took my first history class that fall, Dr. Caron’s Gilded Age to the Great Depression, I still wanted to major in history, but I now wanted to become a professor. At Wake Forest, I really admired my professors’ ability to persuasively and effectively teach, but most of all I respected the way they treated their students both in class and during office hours. The history faculty I was lucky enough to take classes with supported my research and were always encouraging. They also pushed me to become a better historian and writer over the course of my four years, which gave me a solid background for graduate study.

The departmental requirement of studying American, European, and non-European histories has significantly impacted my research. Across these geographic fields, I developed an interest in women’s history because of gender history classes and by working on projects in other classes with a focus on women. Additionally, many professors had students write research papers, which is an important skill to have. Moreover, by taking the research and honors seminars, I had the experience to intensively work on a long-term project and learned how to effectively study and analyze historiography.

I also was fortunate to receive two very important pieces of advice when I first began to consider applying to doctoral programs. The first was that I needed to master two research languages, and I have peers now who wish they had received the same advice during their undergraduate days. Most history PhD programs require a minimum of two foreign languages; my future department, the University of Chicago’s Department of Near Eastern Languages and Civilizations, requires two Middle Eastern and two European languages. Thanks to Wake, I have the European languages covered and am currently studying Turkish and will begin Arabic soon.

The second piece of advice was to take a year off between Wake and a doctoral program. I’m glad I took this advice. Taking time off to work, do research, teach or travel gives you the opportunity to explore other career paths and to really determine if doing a PhD is for you. After my year teaching English in Turkey with Fulbright, I found that I really wanted to be a student again, and then started my MA program in Middle Eastern Studies at Chicago. During my gap year, I had the opportunity to gain teaching experience, learn about Turkish culture, which for a social historian is invaluable, and to travel throughout Turkey, the Mediterranean and to former Ottoman Balkan countries.

For current students thinking about doing PhD work, I suggest the following:

- Talk to your professors! They’re a wealth of knowledge on doing archival research, studying languages, writing journal articles, and how to approach the application process. They also will become your peers in the field, so get to know them and their work.
- Start studying languages (even you Americanists)!
- Attend guest lectures and Phi Alpha Theta events. A guest speaker could even end up being your PhD advisor someday or at the very least gives you further exposure to the field.
- Consider Fulbright/Boren/English Teaching programs/other fellowships for a year off. Four years at Wake is tough and then going



straight into a PhD program (that at minimum is 5 years) is grueling.

- Study abroad. Having immersion experience in the culture, language, and history of your country of focus is crucial and strengthens your application.

The history department provided me with a strong research and writing background, and I feel very prepared to continue my studies at the doctoral level. Even after the successful completion of a PhD program, finding a tenure-track position is challenging and competitive. One should have an open mind and know that the history major and Wake Forest faculty prepare students for careers in numerous sectors, even outside academia.”

## Historic Preservation Craig Taylor ('98)

*Craig Taylor is the President-Elect of Preservation Greensboro, Inc. In this short piece that follows, he discusses how History helped him choose a career path that he loves to the core. He also highlights what Preservation Greensboro is all about:*

“I have always loved old stuff.

That led me to a history degree and anthropology minor in 1998. Years later, my history education continues to inform my daily life, interests, and career, and I was recently elected President Elect of Preservation Greensboro, Inc. (PGI), Guilford County’s preeminent historical preservation organization.

I’m looking forward to working with the Executive Director and the rest of the PGI staff in the coming years. PGI advocates for the preservation of Greensboro’s treasured places, such as its historic neighborhoods, walkable downtown, and beautiful old textile mills. PGI works closely with businesses, developers, homeowners, and state and local policy makers to preserve the buildings that make Greensboro special – and add tremendous

## Alumni Focus

economic and cultural value to the city.

PGI’s other initiatives include Architectural Salvage of Greensboro, which salvages and sells recycled materials from threatened historic structures, keeping tons of material out of landfills, and Governor Morehead’s Blandwood Mansion, a National Historic Landmark property. The mansion reveals the daily life of one of North Carolina’s most prominent and progressive Governors, John Motley Morehead. PGI also founded the Governor Morehead Forum for Economic Development, to expand upon the strengths of Greensboro that he cultivated. PGI’s sister organization, the Preservation Greensboro Development Fund, serves as a think-tank and source of funding for real-estate related preservation issues including abandoned or condemned buildings; neighborhoods in decline or change; or historic buildings that require specific skill sets in order to preserve them.

My history and anthropology work provided an excellent foundation for the law school at Wake, which I pursued after my undergrad, and my legal career. The History Department made me a good writer and a critical thinker. Those skills are hugely helpful in the legal world. In law school, you may know the material, but you won’t achieve the grades you want without being able to express it. As a business lawyer, I have to be able to draft contracts and corporate documents with clarity and precision. Furthermore, the broad perspectives provided by my history and anthropology work often help me understand the motivations of the person on the other side of the table. This has helped me become a better negotiator.”



## 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 19, 2014*

*4:30-5:30pm*

*Tribble Hall Lobby*

*Wake Forest University*



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