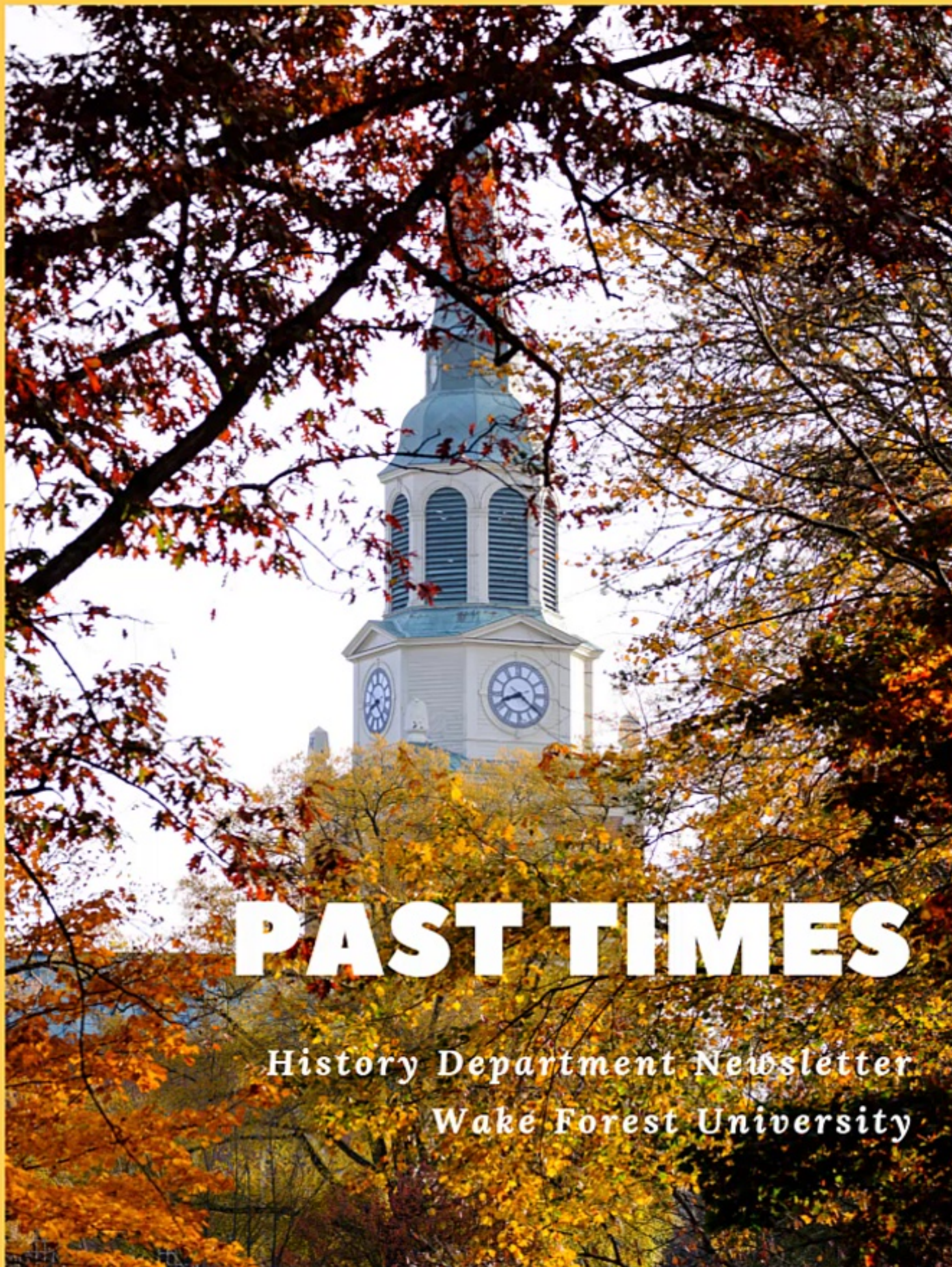


NOVEMBER 2021



PAST TIMES

*History Department Newsletter
Wake Forest University*

**PUBLISHED ANNUALLY
FOR OUR ALUMNI & FRIENDS**



2020-2021 ACADEMIC YEAR

NOVEMBER 2021

PAST TIMES

Newsletter of the Wake Forest Department of History



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Letter from Tribble

Dear Alumni and History Students,

We in the History department, like the rest of the university and the nation, continue to navigate our way through the uncharted waters of the COVID-19 pandemic. As historians, we are able to look to the past for examples and guidance. The timeline of the 1918 influenza pandemic shows that there was a significant surge in caseloads in the spring of 1919; we experienced a similar surge in the spring of 2021, just when we were all hoping for a return to normal. Our courses in the spring were a mix of online offerings and in-person classes. Despite the arrival of the Delta variant in the late summer, we returned to our residential campus model and traditional in-person classes this fall. On reflection, the forced pivot to online course delivery created a wellspring of course re-designs and pedagogical innovations that will persist after pandemic teaching is over.

History faculty (in masks) were able to cheer our May '21 grads as they walked across the stage in LJVM coliseum, and we were proud to have 11 students graduating with honors, a record number for the department. We see this as evidence of our faculty's ongoing commitment to undergraduate mentorship and the high level of individual research attention history students get within our department. We have one of our largest groups of majors in the last decade heading to graduation this year, the result of dedicated recruiting efforts over the past few years. History remains a useful and intellectually stimulating major with clear benefits in the professional world.

I hope you enjoy this newsletter with the highlights of our faculty and student achievements over the past year, and I hope to be able to greet you in person at a future college event!

Monique O'Connell
Chair of the History Department



VISITING ASSISTANT PROFESSORS



DANIEL BURTON-ROSE

Daniel Burton-Rose is a historian of East Asia with special interests in the history of medicine and the environment. He obtained his doctorate from the Department of East Asian Studies at Princeton University in 2016. He is the co-editor, with David A. Bello, of the anthology *Insect Histories of East Asia* (under contract with the University of Washington Press), in which scholars of Chinese, Japanese, and Korean history employ their command of primary sources to answer questions posed in *Animal and Environmental Studies*.

He is completing a manuscript titled *Celestial Officials of the Jade Bureau: Prophecy and Spirit-Writing in Qing Conquest China*, which is the first of several planned volumes exploring the role of communication between mortals and spirits in the self-representations of powerful families in the Yangzi Delta region in late imperial China.

Dr. Burton-Rose has a long-standing interest in medicine in East Asia. His M.A. Thesis at the University of Colorado, Boulder was an annotated translation of *Principles of the Innate Disposition and the Lifespan* (Xingming guizhi 性命圭旨), an illustrated instructional manual first published in 1615 that details how one can “become an immortal, become a buddha.” The book was an early modern bestseller which was then re-cast in China in the 1980s as guide to medical Qigong techniques. Dr. Burton-Rose serves as the Editor for East Asia of the peer-reviewed journal *Asian Medicine: Journal of the International Association for the Study of Traditional Medicine* (Brill), for which he co-edited a forthcoming special issue with Yi-Li Wu titled “African American Contributions to American Acupuncture.” Dr. Burton-Rose has spent extended periods of time in China, Japan, South Korea, and Taiwan, and enjoys sharing his passion for the region with students.

In 2021-22, Dr. Burton-Rose is teaching “Asia and the World” (HST 109) as well as a seminar on “East Asian Environmental History.”



LUCA PROVENZANO

Luca Provenzano is a historian of 20th century and contemporary Europe with a special focus on revolutionary politics, social movements, and states during the period of student and worker agitation after 1968. He received his PhD from Columbia University in 2020, where he served as a preceptor in the intensive Core Curriculum from 2018 to 2020.

Dr. Provenzano's dissertation was an interdisciplinary study of protest, political violence, and policing in the 1970s in France and West Germany which examined the activities and ideologies of self-identified revolutionaries and the responses to them from public officials. The dissertation tells the untold story of how protest movements of the 1970s led governments and experts to reconfigure how they pursued public order.

Dr. Provenzano's next project, *The Emergence of Autonomy: Political Radicalism after the New Left, 1977-1985*, explores European radical politics after the crisis of the New Left through the case of the autonomist movement, a primarily urban movement that emerged in Italy in the Seventies and that was known for its practices of squatting in unoccupied urban spaces and its culture of militant protests. Believing that historians should be engaged in discussions about pressing contemporary issues, Dr. Provenzano has written for *La Vie des Idées*, *Le Monde*, and the *Los Angeles Review of Books*. He also published his first academic article in September of 2019 in *The Journal of Modern History* which received the 2021 First Article Prize from the Council for European studies. In 2022 he will begin a two year Marie-Curie Postdoctoral Fellowship from the European Union.

In 2021-22, Dr. Provenzano is teaching "Europe and the World in the Modern Era" (HST 102) as well as a seminar on "1968 in Europe: Year of Revolution."

MILLER WRIGHT



Miller Wright is a historian of the United States and the Atlantic World who focuses on the intersections between indigenous histories and the history of slavery, with a special focus on women and gender in the Carolinas and Brazil. He earned PhDs in History from Rice University and the Universidade Estadual de Campinas, Brazil in 2021.

Dr. Wright's dissertation, "The Development of Slaving Societies in The Americas: Marginal Native and Colonial Slavers in São Paulo and Carolina, 1614-1715" examined how Native and colonial communities used enslaving Native peoples as a strategy to create wealth in people either as dependents or as commodified trade goods. Through the comparison, Dr. Wright demonstrates the connections between slaving and coalescence among Native communities in Brazil and the Carolinas and problematizes colonial understandings of enslavement—as either free or unfree.

He has spent time in Brazil and Chile, and is looking forward to sharing his experiences and love for Latin America and the Americas with students.

In 2021-22, Dr. Wright will be teaching "The Atlantic World since 1500" (HST 110) along with a seminar on "Creation and Consequences: Cultural Change in Colonial America."

CONGRATULATIONS

Associate Professor Stephanie Koscak



*Congratulations to Dr. Stephanie Koscak! Professor Koscak has been awarded the prestigious **Reid-Doyle Prize for Excellence in Teaching.***

We are thrilled to celebrate her commitment to student excellence, her skill at designing and implementing new and innovative classroom activities, and her ability to create a welcoming and yet rigorous space for intellectual encounters.

Professor Koscak creates a natural analytical learning environment, in which she enables her students to learn by confronting intriguing, beautiful, and significant problems. She presents her students with authentic tasks that will challenge them to grapple with ideas, rethink their assumptions, and examine their understandings of reality. She strives to have students recognize how the present moment, and our own position within it, always shapes and influences the way we understand the past, even as we aim for objectivity. For her commitment to innovative pedagogy and excellence in the classroom, the Reid-Doyle Prize for Excellence in Teaching has been awarded to Professor Stephanie Koscak.

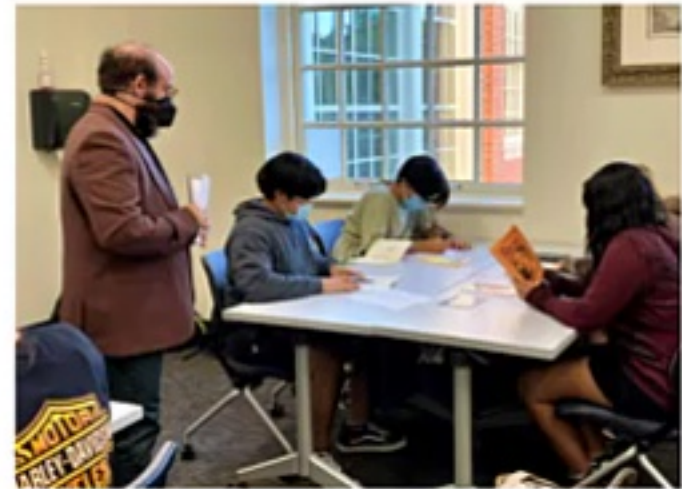
ENGAGING UNDERGRADUATES IN PRIMARY SOURCE RESEARCH

MIR YARFITZ

Since launching his new History divisional in Fall 2019 2018, HST 114: Gender and Sexuality in World History, Associate Professor Mir Yarfitz has been working closely with a team of ZSR librarians to support students in collaboratively researching, editing, and publishing books of primary sources creatively interpreted in historical context. Each divisional class creates its own digital and print book, and uses the books created by previous classes among their course readings. Students conduct research in ZSR Special Collections as well as in curated digital archives of US and international materials related to gender and sexuality. Chapters have analyzed gender roles in Maoist posters, erotic 19th century French stereoscopes, and the sexualization of flight attendants in 1960s magazine advertising. Two students made zines with Chicago-style citations: one on gender violence in Puerto Rico and the other comparing the homophobia of the early AIDS epidemic to the xenophobia of the early COVID-19 pandemic in EMT manuals and training materials.

In designing and implementing this class, Dr. Yarfitz has worked in deep collaboration with four ZSR librarians: Kyle Denlinger, Kathy Shields, Megan Mulder, and Carrie Johnston. The team's work together led them to write a book chapter, which has just been published as "Developing an Open Primary Source Reader on Gender and Sexuality" in *Engaging Undergraduates in Primary Source Research*, edited by Lijuan Xu (Rowman and Littlefield, 2021). Inspired by students' analytical zine-making, the group has also created a zine about their pedagogy for an academic reader on inclusive pedagogy, entitled "Making History Together: Reflections on Trust, Connection, and Finding Joy in the Archive." Conference presentations about their collaboration include "Messy and Proud of It: Open Pedagogy with History Undergraduates," at the Open Education Southern Symposium, July 15, 2021, and "Radical Trust: Meaningful Collaborations between Librarians and Faculty" at the North Carolina Library Association Biennial Conference, October 20, 2021.

The team also produced a zine for a forthcoming volume on inclusive pedagogy, emphasizing how strategies of upgrading and open pedagogy helped to facilitate trust, connection, and joy in the process of teaching and learning during a pandemic.



THE LONG PROCESS OF BRINGING A PEER-REVIEWED EDITED VOLUME TO PUBLICATION

ROBERT HELLYER

In May 2020, Cambridge University Press (CUP) published *The Meiji Restoration: Japan as a Global Nation*, a book that I co-edited with Harald Fuess of Heidelberg University in Germany. The book emerged from a conference I convened at WFU in January 2015, “The Civil Wars of Japan’s Meiji Restoration,” and a related conference held five months later: “Global History & the Meiji Restoration,” organized at Heidelberg University by Professor Fuess. The book examines anew the 1868 Meiji Restoration, Japan’s modern revolution, by identifying and analyzing the “global” within internal economic, military, political, cultural, and maritime trends in nineteenth-century Japan. For example, one chapter explores how worldwide economic changes set the stage for the Meiji Restoration, and another examines how after 1868, Japan followed Western nations in drawing on its classical past to recast key cities as cultural capitals. All told, numerous internal factors, shaped by global trends, led to a decidedly more global Japan, increasingly shaped by connections with the outside world.

After reading the book’s description, a reasonable question may come to mind—why did it take more than five years to bring it to publication? First, the 12 contributors had to revise and submit full essays, as many presented only preliminary papers at the two conferences. Second, my co-editor and I had to write an introduction and book proposal, which CUP in turn sent, along with the contributors’ chapters, to three peer reviewers. The reviewers’ reports were encouraging but included many suggested revisions. After my co-editor and I had worked with the contributors to implement the revisions, including making thematic connections across the chapters, we then resubmitted the entire manuscript to CUP for another round of peer review. As those reviews were positive, CUP was willing to present our planned book to a review board of senior Cambridge University faculty—the Syndicate. (Yes, you read that right—it’s a governing entity that has existed since 1698!) When the Syndicate gave a thumbs up—now four years after the conference—we received a book contract and started in earnest to make final revisions, as well as go through the often time-consuming process of receiving permissions from museums and archives to include a number of images. After a round of copy-editing in late 2019, we submitted the final manuscript in January 2020.



Why go through such a long process to publish a book when self-publishing options are readily available? First, the steps of revision outlined above pushed me and my co-editor, as well as the book’s contributors, to make revisions that truly improved the book in many significant ways, notably by highlighting connections across the book’s 12 chapters. Also, by publishing with an established academic press like CUP, our book will be widely disseminated and reviewed in academic journals, allowing for colleagues to learn about it and possibly assign it in their courses. In the end, I simply hope that the book will add to conversations—scholarly and beyond—about the Meiji Restoration, a seminal event in Japanese and world history.

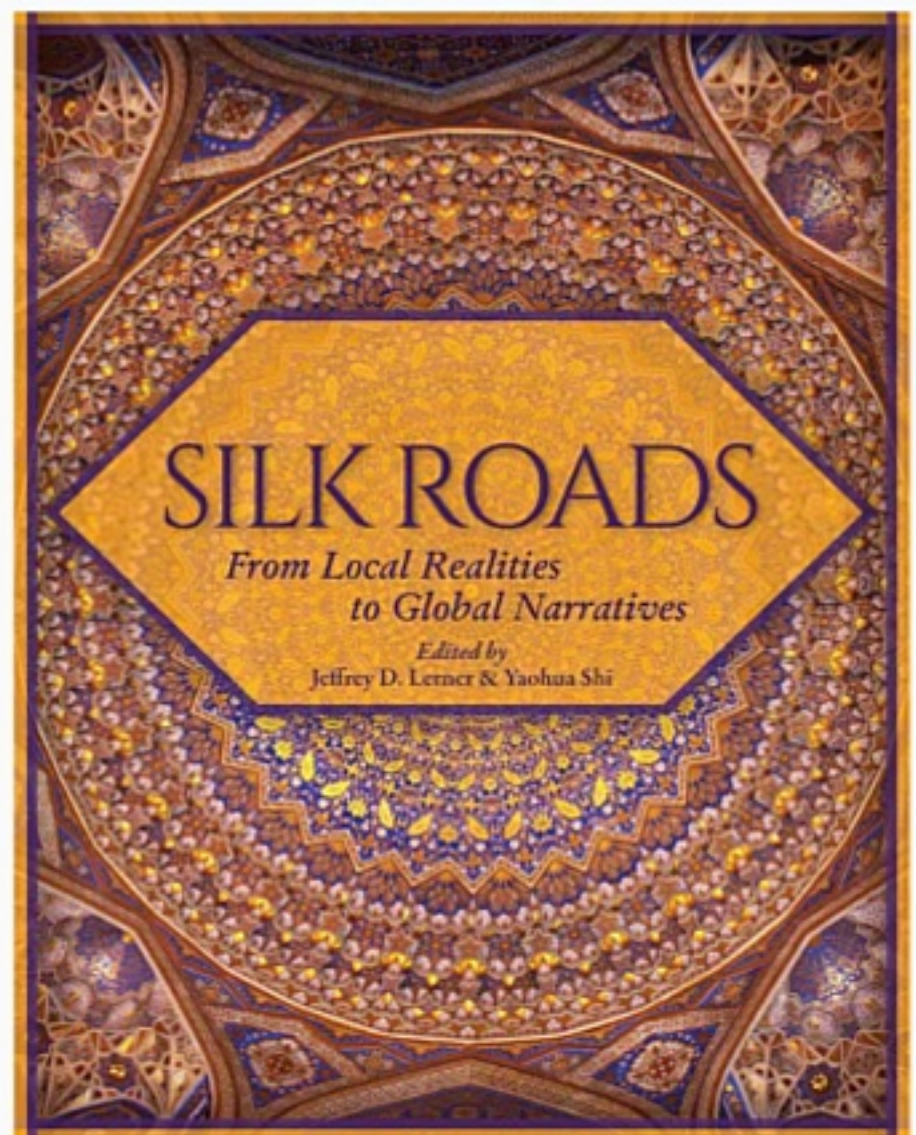
SILK ROADS

FROM LOCAL REALITIES TO GLOBAL NARRATIVES

JEFF LERNER
AND
YAOHUA SHI

On March 27-30, 2019, Jeff Lerner along with an interdisciplinary group of five Wake Forest University faculty (Stew Carter, Music; Elizabeth Clendinning, Music; Andrew Gurstelle, Anthropology; Yaohua Shi, East Asian Languages and Cultures; Qiong Zhang, History; and Monique O'Connell, History) convened a conference on The Silk Roads. Presentations were made from Wake Forest faculty, undergraduate students, and scholars from around the world. In 2020, he and Yaohua Shi published an edited volume based on the conference featuring seventeen chapters from scholars, including three from the History Department: Monique O'Connell on Venice's Golden Age of Spices; Jake Ruddiman on the first American flagged vessel to sail to China; and Jeff Lerner on a group of shipwrecked Indians in Germany in 62 BCE.

Silk Roads: From Local Realities to Global Narratives highlights the multiplicity of networks that constituted the Silk Roads, including land and maritime routes, and approaches the Silk Roads from Antiquity to China's One Belt One Road Initiative and from Afro-Eurasia to the Americas. This holistic approach to understanding ancient globalization, exchanges, transformations, and movements - and their continued relevance to the present - reflects contemporary academic trends toward interdisciplinary and shows the value of including multiple approaches in order to understand the expansiveness of the Silk Roads as a historical object and concept.





TEACHING ABROAD

BARRY TRACHTENBERG

In 2022, I will be teaching a course entitled *Confronting the Holocaust*. The centerpiece of this course is a two week trip in May to several key sites of Jewish history and the Holocaust: Warsaw, Krakow, Prague, and Berlin. This includes visits to the Warsaw Ghetto and Museum of Polish History, the Auschwitz death camp and Jewish quarter of Krakow, the Jewish community of Prague and the Theresienstadt Ghetto, and the Holocaust memorial and Jewish museum in Berlin. By the end of this course, students will have learned the history of the Jewish communities that were targeted for destruction by Nazi Germany and its accomplices and understand how these three countries have contended with the memory of the Holocaust.

In Fall 2022, I will co-direct the Wake Forest program at Casa Artom, in Venice, Italy with Prof. Jennifer Greiman of the English Department. We were originally scheduled to direct the program in 2020, but this was delayed on account of the pandemic. Over the semester, I plan to teach a course on modern European history, with a particular focus on the long origins of Italian fascism and Italian Jews' experiences in the Nazi Holocaust.



AS PART OF HIS SPRING 2021 REYNOLDS RESEARCH LEAVE, DR. ANTHONY PARENT TRAVELED TO RICHMOND AND WILLIAMSBURG, VA TO PURSUE LEADS RELATED TO HIS BOOK *PROJECT CURSE OF THE COUNTRY*. HE CONSULTED DOCUMENTS AT THE LIBRARY OF VIRGINIA, VIRGINIA HISTORICAL SOCIETY AND VIRGINIA MUSEUM OF FINE ARTS IN RICHMOND AND THE JOHN D. ROCKEFELLER JR. LIBRARY AT THE COLONIAL WILLIAMSBURG FOUNDATION.

DISPATCHES FROM THE WORRELL HOUSE



Teaching History in London

Rais Rahman

My students and I are spending the Fall 2021 semester at the Worrell House in London, a study away program that Wake Forest University offers every semester at one of the most popular destinations in the world. The program was disrupted with the onset of the pandemic in Spring 2019 and has just been resumed. As I arrived, I found the city of London to be as busy and lively as ever, a reminder of the resilience of this global city and its ability to overcome adversities. Similar to the excitement of the return of in-person learning on campus after several months, we have been traversing through museums, sites of historical importance, and monuments as we discuss Indian and world history in the classroom here. It is gratifying to wrap up discussing a topic in the morning and complement that with a viewing of material objects in the local museums later that afternoon. I am excited at the prospect of visiting the London Film Festival with my students to illustrate the workings of the cinematic world as we discuss Bollywood and the making of modern India. The art class meets every week at an art gallery or museum to study closely some of the finest paintings and sculptures. It was breathtaking to see the original paintings from Leonardo da Vinci and Titian in a recent visit and as exhilarating was to watch a contemporary rendition of Romeo and Juliet at the famous Shakespeare's Globe Theater. We are slated to visit soon Stratford-upon-Avon and Greenwich to gain an immersive experience of Shakespeare's land of birth and the Prime Meridian respectively. Additionally, students learn about the recent turns in UK politics and the history of modern Britain. There is a range of activities that we look forward to, bringing excitement each day as we make sense of the modern world as historians and as we learn to appreciate the value of interdisciplinary approaches to accomplish that.



LIST OF FACULTY PUBLICATIONS: ARTICLES AND BOOK CHAPTERS

Lisa Blee and Jean O'Brien, "Decentering 1620," in *Early American Literature (Special Issue: Reframing 1620)*, edited by Katharine Grandjean and Sarah Schuetze, vol. 56, no.1 (2021): 159-171.

Benjamin Coates, "The First R2P: US Legal Advisers and the Right to Protect Citizens in the Americas," in *Crafting the International Order: Practitioners and Practices of International Law since c. 1800*, edited by Kim Christian Priemel and Marcus M. Payk (Oxford: Oxford University Press, 2021), 86-112.

Benjamin Coates, "International Law and the United States, 1776-1939," in *A Companion to U.S. Foreign Relations, Colonial Era to the Present*, ed. Christopher Dietrich (Hoboken, NJ: Wiley-Blackwell, 2020), 1:400-417.

Stephanie Koscak, "Rituals of Royal Masculinity in Eighteenth-Century Britain: Frederick, Prince of Wales, Takes a Mistress," *The Court Historian* vol. 26, no. 1 (February 2021): pp. 71-92

Monique O'Connell, "Silk Road Pharmacy: Debating Theriac and Defining the Natural World," in *The Silk Roads: From Local Realities to Global Narratives*, edited by Jeffrey D. Lerner and Yaohua Shi (Oxford: Oxbow Books, 2020), 81-95.

Monique O'Connell, "Memorializing Conspiracy and Unrest. Venetian historical writing at the turn of the sixteenth century" in *Popular Politics in an Aristocratic Republic. Political Conflict and Social Contestation in Late Medieval and Early Modern Venice*, edited by Maartje Van Gelder and Claire Judde de Larivière (London: Routledge, 2020): 45-68.

Monique O'Connell, "Venetian empire in oratory and print in the later fifteenth century," in *Cultures of Empire: Rethinking Venetian Rule 1400-1700. Essays in honour of Benjamin Arbel*, edited by Georg Christ and Franz-Julius Morche (Leiden: Brill, 2020), 41-62.

Anthony Parent, Jr., "Beyond Nostalgia: Towards an Inclusive Pro Humanitate," in *To Stand With and For Humanity: Essays from the Wake Forest University Slavery, Race, and Memory Project*, edited by Corey D.B. Walker (Wake Forest University, 2020).

Anthony Parent, Jr. "Contagion or Nastiness: Science and the Gaol Fever Epidemics in Colonial Chesapeake," in *How We Know, What We Know: Humanities Responds to Pandemic*, ed. Aimee Mepham (Lucid Press, 2020).

Nate Plageman, with co-authors Jennifer Hart and Tony Yeboah, "Architecting a 'New Normal'? Past Pandemics and the Medicine of Urban Planning," *Nursing Clio*.

Jake Ruddiman, "Samuel Shaw's 'Mercantile Silk Road' from American Independence towards Monopoly, 1784-1794" in *The Silk Roads: from Local Realities to Global Narratives* edited by Jeffrey D. Lerner and Yaohua Shi (Oxford: Oxbow Books, 2020), 285-297.

Mir Yarfitz, with Kyle Denlinger, Kathy Shields, and Megan Mulder, "Developing an Open Primary Source Reader on Gender and Sexuality" in *Engaging Undergraduates in Primary Source Research*, edited by Lijuan Xu (Rowman and Littlefield, 2021)

Mir Yarfitz, "Marriage as Ruse or Migration Route: Jewish Women's Mobility and Sex Trafficking to Argentina, 1890s-1930s," *Women In Judaism* vol. 17, no. 1 (Fall 2020)

Qiong Zhang, "Oracle of the Clouds", in *Zeichen der Zukunft: Wahrsagen in Ostasien und Europa / Signs of the Future. Divination in East Asia and Europe*, edited by Marie-Therese Feist, Michael Lackner, and Ulrike Ludwig (Heidelberg: arthistoricum.net, 2021), 201-205.

<https://doi.org/10.11588/arthistoricum.763>

Faculty Public Engagement

HISTORY DEPARTMENT FACULTY DISCUSSED THEIR WORKS IN BLOG POSTS, PODCAST INTERVIEWS, MAGAZINE ARTICLES, AND OTHER MEDIUMS

Lisa Blee wrote "[Monuments of Colonial New York: Tulip Tree](#)," for *Gotham: A Blog for Scholars of New York City History*, October 12, 2020

Benjamin Coates discussed his book, *Legalist Empire*, for the podcast [New Books in History](#), July 2021. Dr. Coates was also quoted in [The Economist](#) on the history of sanctions.

The Smithsonian Magazine featured Stephanie Koscak's 311 class [here](#). Dr. Koscak also served as public news commentator for [CBS46 Atlanta](#) on the history of racism and the British monarchy (March 2021).

Nate Plageman, with co-authors Jennifer Hart and Tony Yeboah, wrote "[Urban Planning Needs to Look Back First: Three Cities in Ghana Show Why](#)," in *The Conversation: Africa*.

Barry Trachtenberg published a series of essays online:

["Why I Signed the Jerusalem Declaration on Antisemitism,"](#) *Jewish Currents*, March 26, 2021.

["A Mentsh Trakht, Un Covid-19 Lakht."](#) *AJS Perspectives: The Unfinished Issue* (Fall 2020): 30-31.

["The New Kherem, or 'Barry Trachtenberg Does Not Represent Us!': On speaking For and Against Jewish Self-interests."](#) *Mondoweiss*. May 4, 2020.

Mir Yarfitz spoke on "[Jews and Sex Work in Argentina](#)" as part of a podcast episode edited by Geraldine Gudefin for *Jewish History Matters*, April 26, 2020.

THE NATHAN R. AND MARGARET P. SHOTWELL SCHOLARSHIP IN HISTORY



*In 2021, History alum Judy Vick (Class of 1966) endowed a special scholarship in honor of her parents. The Nathan R. and Margaret P. Shotwell Scholarship in History is awarded to a rising senior history major who has a strong grade point average, has demonstrated excellent academic performance and made significant contributions to the Department of History. **Our inaugural recipient is JT Owens.***

I have always loved the study of history since I was a child. The lessons that can be learned through studying the past are just as vital as studying any other subject as they help explain the world we live in today. As a freshman I took a lower-level history course with Professor Sinanoglou and from then on I was hooked on history. I learned so much over the years and enjoyed every discussion with my peers and professors. The discussions held in and outside the classroom helped me broaden my mindset and give me a better understanding of the world I was living in and the history that got us to this point. The History Department at Wake Forest has helped me understand these lessons through their amazing professors and great courses. Every Professor I have met in the department has been more than willing to help me understand the material and improve upon my skills as an historian. As I go into my final year at Wake Forest, I look back and am more than thankful that I became a History Major. -JT Owens

TEACHING IN THE PANDEMIC

Monique O'Connell

A main principle of pandemic teaching was that the show must go on-- so while some classes met on Zoom and others met in socially distanced settings with masked students sitting 6 ft apart, history classes continued. In Fall '21, the college dropped the requirement for social distancing, but students are still attending classes in masks.



Dr. Simone Caron's Fall 2020 HST 113 class



This room, A103 in Tribble, is a history classroom many alums might recognize-- it usually seats 28, but under social distancing it fit a maximum of 11 students!



Here is the quad in front of Tribble Hall at 1:45 pm on a beautiful Fall 2020 afternoon, peak class-changing time.



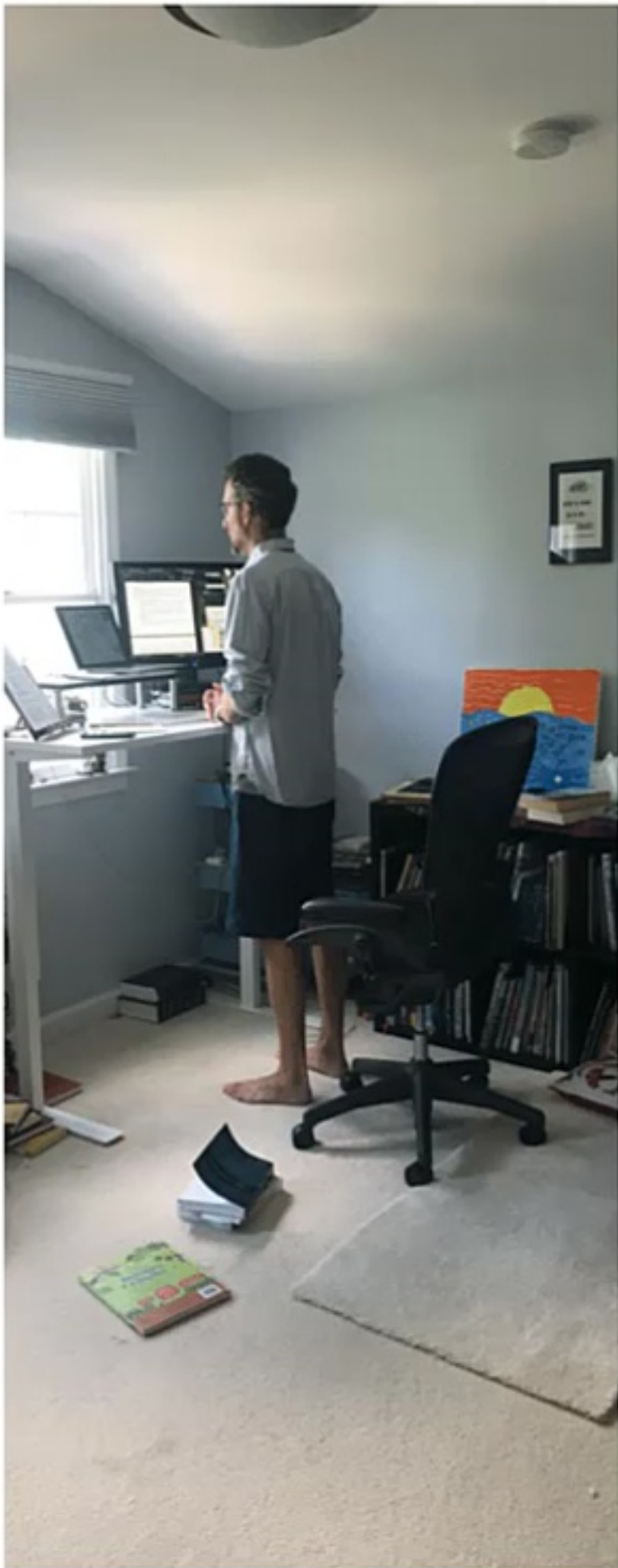
Home offices were an important part of the history faculty's work lives. Here, Dr. Charles Wilkins in his home office.



Dr. Jake Ruddiman's Fall 2020 HST 108 class (remote)



Dr. Jake Ruddiman's Fall 2020 FYS seminar (In-person)



Professor Ben Coates recording a lecture, taking advantage of the camera's limited field of view.



In contrast to Fall 2020, more recent images from Fall 2021 show students still masks, but able to sit closer together in classrooms.



ALUMNI FOCUS



Kara Peruccio graduated from Wake Forest in 2011 and will be joining the faculty of the University of Maine this fall! She will be an Assistant Professor with a joint appointment in the Department of History and the Women's, Gender, and Sexuality Studies Program. She writes that "I'm very excited for this next stage in my career and I owe much of my success to Wake Forest!" Kara's dissertation is described below.

My dissertation entitled "Women on the Verge: Emotions, Authoritarianism and the Novel in Italy and Turkey, 1922-1936" is a comparative history of Fascist Italy and Kemalist Turkey. By analyzing novels by Sibilla Aleramo, Grazia Deledda, Suat Derviş, Halide Edip, Maria Messina, and Nezihe Muhiddin, I explored the relationship between emotions and gender politics in the interwar Mediterranean. I argued that these women novelists responded to and critiqued authoritarian gender politics when writing the themes of romance and heartbreak, age, and motherhood. Often women's voices are excluded from the national, institutional political archive, and by incorporating creative cultural sources, historians can reassess the experience and effects of Fascist and Kemalist politics. Drs. Caron and Wilkins attended my public Zoom defense last year (May 22, 2020).



TEACHING COLLABORATION WITH CAROLYN HARBAUGH NOBLE ('08)

ROBERT HELLYER

In the Fall 2020, I taught a survey course that examines Japan spanning from the start of its last feudal age in 1600 to its current position as one of the world's most dynamic economies. With support from a WFU Program for Leadership & Character grant, I partnered with Carolyn Harbaugh Noble (WFU '08) who majored in History and enrolled in the same class when I taught it in 2007. After WFU, she spent two years in Teach for America and subsequently joined Credit Suisse where she now oversees financial portfolios related to sustainability.

Over the course of the semester, Carolyn generously met regularly, via Zoom, with students in the course. She drew on her professional experiences to assist students in evaluating the leadership decisions and character traits of key figures in Japanese history. By pointing out parallels and contrasts to the workplace, Carolyn helped push our discussions of leadership and character in Japanese history in new and extremely fruitful ways. The opportunity to partner with a former student proved one of the highlights of my time in the History Department. Thank you Carolyn!

URECA

Mentored Research

Mentored Research Spotlight: Oscar Bray and Professor Robert Hellyer



Oscar Bray with his mentor Dr. Rob Hellyer, in front of his project on Ritual suicide as warrior self-exile: daoism in Japanese literature

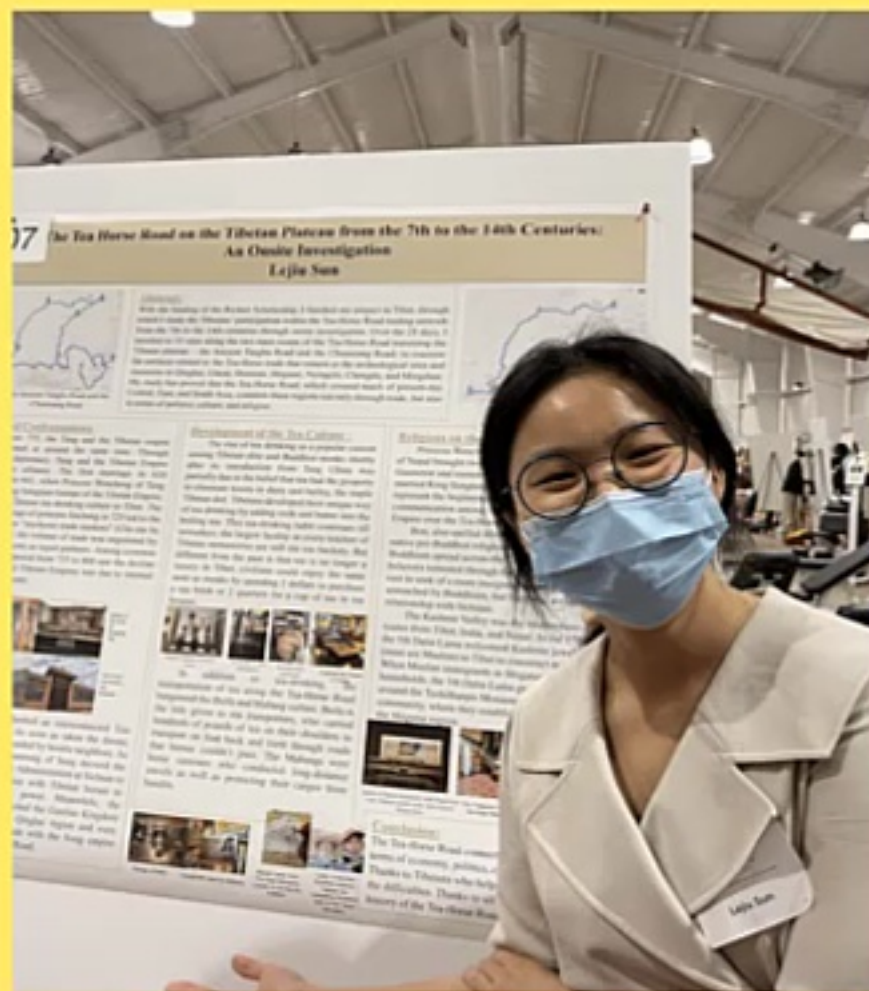
This summer History major Oscar Bray received funding from the Undergraduate Research and Creative Activities Center to support his independent research on medieval Japanese history. Bray explored how the Chinese philosophy/religion of Daoism influenced Japanese iconography and the ritual practice of Seppuku. He will present his findings at Undergraduate Research Day. "Dr. Hellyer was extremely helpful throughout my research project - directing me towards texts and offering advice. I am eternally grateful for the chance to conduct this project and hope to continue!"

Research Project with Julie Sun supported by J. Howell Smith Fund

Robert Hellyer

An the Summer 2020, I began a collaborative research project with Julie Sun, a rising senior and History major. Julie and I have been exploring the efforts of Chinese government officials and merchants to maintain China's monopoly over the Anglo-American market during the late nineteenth century. Until circa 1860, China produced all the tea consumed in the Western world. Japan and later British-controlled India and Ceylon subsequently ramped up production that chipped away at that monopoly during the latter half of the nineteenth century. By the early twentieth century, India and Ceylon-produced teas dominated Anglo-American markets.

Julie and I have been examining an unexplored angle—why the Chinese government and merchant associations were unable to craft effective measures to protect China's tea monopoly, especially in the United States. Julie located, analyzed, and translated into English relevant Chinese sources on this topic. In the coming months, Julie and I will put together our combined research (I have been examining English and Japanese language sources on this topic) into a co-authored article to submit to a scholarly journal.



Lejiu Sun, with her project on "The Tea-Horse Road on the Tibetan Plateau," mentored by Dr. Qiong Zhang.

Ashley Davis and Professor and Dean of the College Michele Gillespie

Ashley Davis received funding from the Undergraduate Research and Creative Activities Center to support research on the ways Libby Holman performed gender roles throughout the four months following the 1932 murder of her husband Zachary Smith Reynolds, and how this performance saved her life.

Ashley writes: "This experience has allowed me to develop skills in historical research and explore the ways it intersects with my studies in WGSS. Dean Gillespie was a great help and an amazing resource over the duration of this project, and I cannot thank her enough."



Ashley Davis, with her mentor Professor (and Dean of the College) Michele Gillespie, in front of her project on "Libby Holman, Performing Gender."

2021-2022 INTERNSHIPS

JAKE RUDDIMAN AND STEPHANIE KOSCAK

This fall, the Department has six students supporting historical work in community organizations. This is an impressive contribution, particularly as we continue to face pandemic disruptions!

The Hidden Town Project at Old Salem continues its groundbreaking work revealing the history of a community of enslaved and free Africans and African Americans from 1766 into the nineteenth century. Four WFU history students are working as researchers, investigating enslaved people's dwelling places on building lots and the nature of their work and relationships within the community. "I was drawn to this...chance to work closely with local archival sources and to use the skills I've learned in the classroom out in the larger world," explains Bobby Farnham '22. "The fact that Old Salem is a physical place where I can go and see where the subjects of my study lived and walked adds something to the historian's experience." "Recovering these untold stories is something I'm passionate about," explains newly declared history major Andie Coffey, "these enslaved people were crucial in building what is now Winston-Salem." Farnham agrees: "It is an exciting opportunity to contribute to an ongoing historical project that connects community stakeholders with our evolving understanding of Salem's history and its relationship with the institution of enslavement."

We have also launched a new partnership with Preservation Forsyth, a local organization that aims at developing our community's relationship with historical buildings and neighborhoods. With his interest in historical architecture, Ben Collier '22 jumped at the opportunity and has been working with local attorney George Edwards on preservation law: "Preservation offers a unique viewpoint to examine what is most important in our local history. What parts of our past can we preserve for our future?" Carrie Lowe '23 has partnered with Preservation Forsyth's Martha Canipe on publicity and outreach: "I have already learned so much in the first few weeks!" Our students are contributing to new programming, including designing and publicizing neighborhood walking tours. -Jake Ruddiman

To help our majors explore new professional opportunities and apply the skills and perspectives of their liberal arts education, the History Department has been piloting a very successful program offering financial support for summer internships for the past three years, funding up to six students each year. Positions do not need to be in a traditionally "historical" field -- we have funded opportunities in businesses, not-for-profit institutions, and government agencies. Student applicants connect the skills they have developed in their history coursework to their internship positions, building their capacity to articulate such linkages in their future job explorations and applications. This year, we were delighted to help support five students! -Stephanie Koscak

MICHAEL ROSEN OFFICE OF THE PUBLIC DEFENDER IN BALTIMORE COUNTY, MARYLAND

This past summer I interned with the Office of the Public Defender in Baltimore County, Maryland. I worked with their Juvenile team, representing anyone under 18 charged within the district who qualifies for public defense. Luckily for me, the team had many experienced and passionate attorneys who put our group of undergrads and law clerks through a round of training and mock trial exercises to give us the feeling of what it was like to work in public defense. My summer consisted of doing the dirty work for many of the attorneys. Going through body camera footage, police reports, and talking to clients was the norm. In addition, I contributed to a project of filing and digitizing every transfer case within the district for the Freedom of Information Act. I truly enjoyed making sure every client was given their constitutional right to a fair and speedy trial while making sure their voice was heard and appreciated.



This summer, I was fortunate to serve as a research and policy intern with the Campaign for Southern Equality (CSE). CSE is a non-profit based in Asheville, North Carolina that strives to promote lived and legal equality for LGBTQ populations throughout the Southern United States. As a Research and Policy Intern, I worked on projects ranging from cataloguing non-discrimination ordinances, developing a survey related to the recent legislative sessions, and researching laws in the South that are not inclusive of LGBTQ identities. Throughout this experience, I continued to draw upon skills that I had acquired throughout my time in the History Department: the ability to track down (and make sense of) archival records, proofread closely, and develop arguments grounded in evidence were all vital to my success in this position. A specific example is a project that I took the lead on: the compilation of non-inclusive statutes. Through utilizing similar deductive methods as I had in my 392 research, which I used to chronicle North Carolina's sodomy statute, I was able create a working paper that CSE intends on using in the future to take proactive steps to make the Southern United States more equitable for its queer citizens. I would not have been able to have this amazing experience without the help of the History Department and I am incredibly grateful for their financial support.

SAM APOSTOLOPOULOS CAMPAIGN FOR SOUTHERN EQUALITY



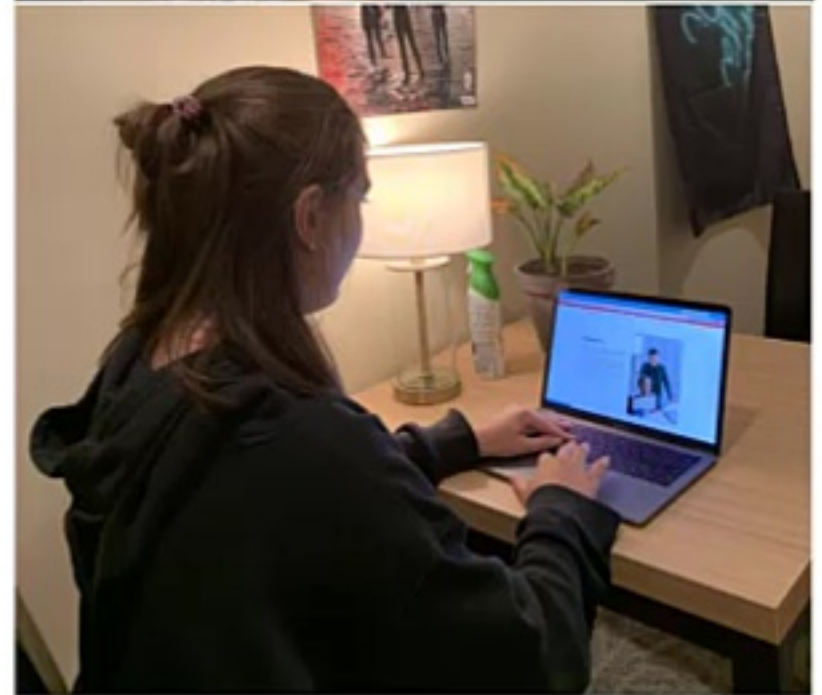
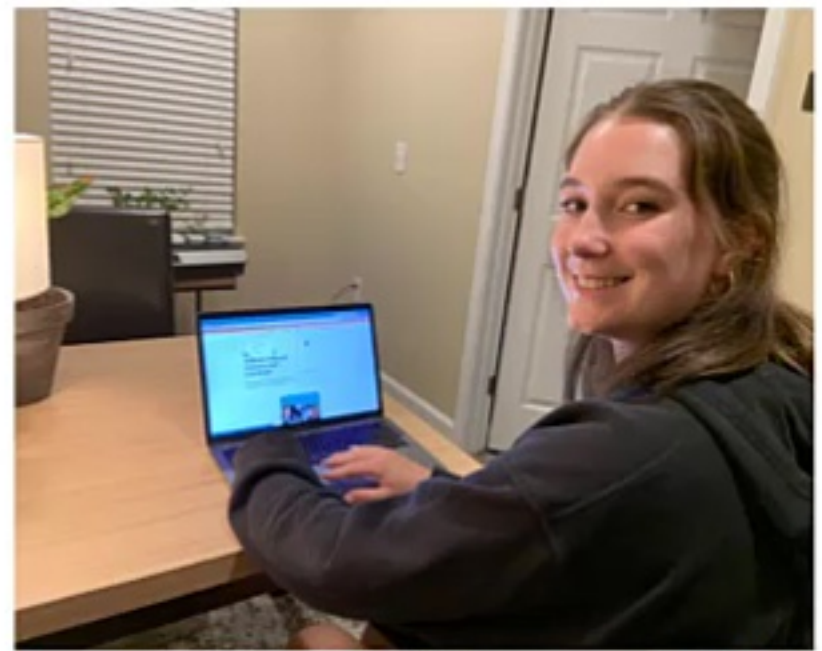
BROOKE WILHELM PRESERVATION FORSYTH



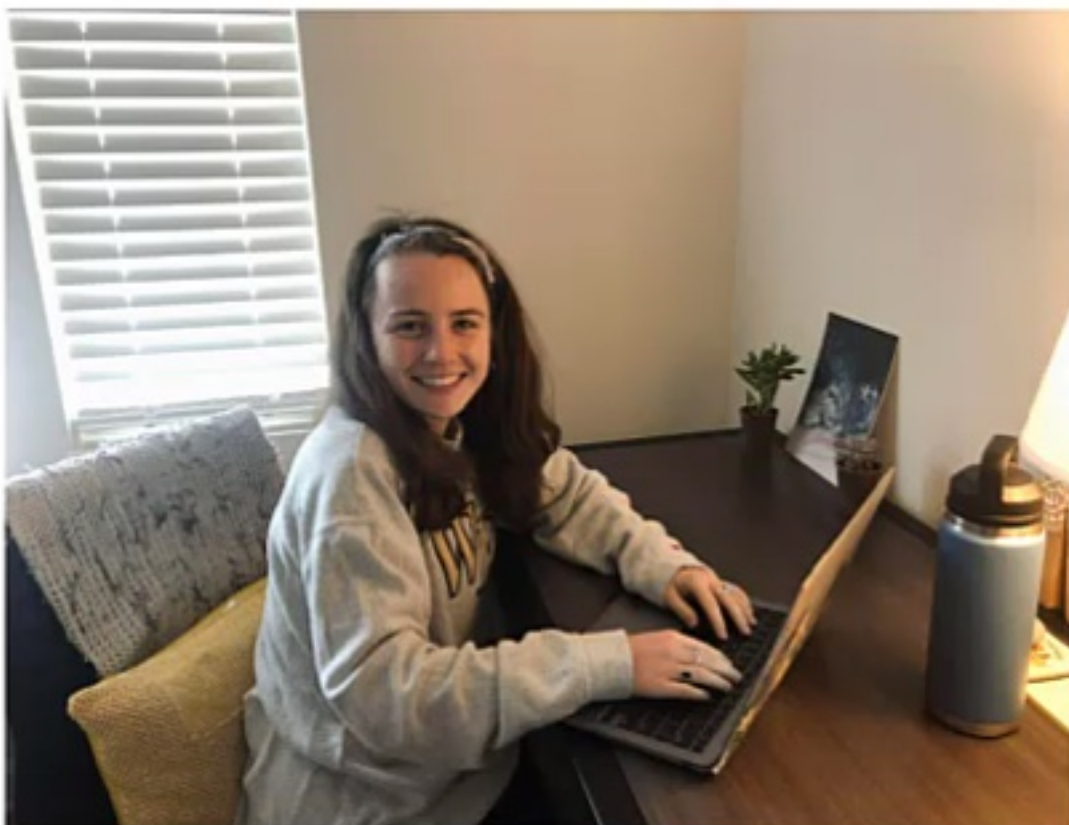
This Summer, I worked as an intern for Preservation Forsyth, a local nonprofit organization that seeks to protect historically and culturally significant buildings in Winston Salem and Forsyth County. As an intern, I was in charge of starting up and running an Instagram page for the organization (@forsythpreservation). I also uploaded interactive versions of Preservation Forsyth's new walking tours to make them more accessible. I have learned so much about both historic preservation and public education through this experience. The Preservation Forsyth Instagram page helps spread information and awareness about historically significant homes, neighborhoods, and commercial buildings in the area that are integral to preserving the History of Winston Salem. The Walking tours that were put online were of both the sunnyside/Central Terrace neighborhoods and Waughtown. Both of these national register districts have a rich history, and this fall, Preservation Forsyth is adding two more tours: Belview and Washington Park. The tours can be found on the PocketSights app.

JULIA GRAY PETERS CANARY ACADEMY ONLINE

This summer I interned with Canary Academy Online (CAO), an educational non-profit organization that aims to provide online homeschooling materials to their users. CAO strives to simplify homeschooling for parents and guardians that choose those options for their children without taking away the parent's role as a teacher. I worked under the founder of the organization as the Marketing and Communications Intern and helped create marketing materials to advertise CAO's mission to the public. I created flyers, short videos, and podcast scripts. The skills I developed in History classes allowed me to be an effective researcher for my various assignments at CAO. The most notable project was my research of Richmond, Virginia's demographics and educational history. CAO wanted to provide its services to students and families living in Richmond and the historical knowledge of the city's education system was vital to reaching the potential members. I am so grateful to CAO for this rewarding experience in an educational field and to the History department for making it possible during another uncertain summer. This internship gave me experience in the education sector, which I hope to continue working in after graduation.



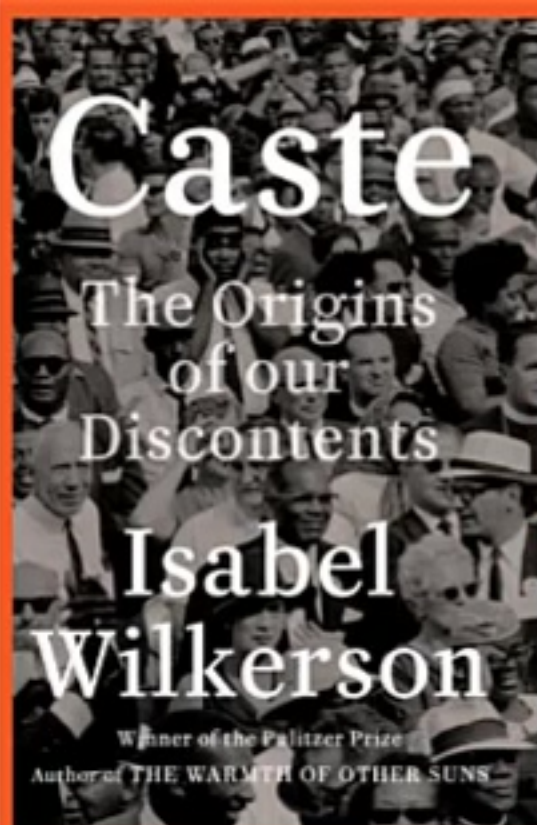
MEGAN KILDUFF SAVE ANCIENT STUDIES ALLIANCE



This past summer, I interned for the non-profit Save Ancient Studies Alliance (SASA). SASA is an organization that aims at providing modern, alternative pathways to getting people involved with Ancient Studies. Additionally, SASA strives to make Ancient Studies more accessible to even the most novice historians by organizing free online conferences, hosting book clubs, and having a resource database. Founded in March 2020, SASA is an entirely virtual non-profit and was created to combat the decline of Ancient Studies. I interned for the organization's director. In this position, I enhanced my organizational skills as I helped streamline administrative processes, expanded my knowledge about the history profession outside of academia, and augmented my creativity when I worked with new ideas about Ancient Studies outreach. Because the organization is completely virtual, SASA is filled with diversity. I was privileged to work with people worldwide, from the Philippines to Japan to Saudi Arabia and Germany. I had enriching conversations about history with so many others who I likely never would have gotten to meet otherwise. Overall, I was incredibly grateful for this opportunity to engage with history in a new way and for the History Department's support in my endeavor.

CASTE COMMUNITY READ: A MUSE – HISTORY DEPARTMENT COLLABORATION

LISA BLEE



BECOME PART OF THE **COMMUNITY READ**

of *Caste: The Origins of Our Discontents*
by Isabel Wilkerson

Three virtual moderated 'book club' discussions featuring invited commentary by scholars from UNC Greensboro, NC A&T, and Wake Forest University on November 16th, December 2nd, and December 9th



Join us on Zoom for all 3 sessions!



SCHOOL OF THE ARTS



with the generous support of

REGISTER NOW!



and get more info about getting a free or discounted copy of *Caste*



Over the long months of Covid-19 lockdowns and restrictions, Winston-Salem's history museum, MUSE (Museum of Understanding, Storytelling, and Engagement), faced the challenge of meeting their core mission. How could the museum offer educational programming and vital conversation space to the city's residents without meeting in person? Many of the History Department faculty were likewise eager to engage fellow residents in conversations about history, locally and around the world. These concerns converged with a joint MUSEws / History Department program called the Community Read, which focused on Isabel Wilkerson's book *Caste: The Origins of Our Discontents*. The free 3-part virtual series ran Nov. 16, Dec. 2, and Dec. 9, 2020. Each of the sessions was moderated by April Ruffin-Adams (instructor of African American Studies at UNC-Greensboro) and featured conversations with prominent historians from WFU, UNCG, and NCA&T with expertise in aspects of the book.

Why did this collaboration focus on Isabel Wilkerson's book *Caste*? Over the summer of 2020 we witnessed Black Lives Matter protests across the country and in our city. In the last few years we have seen the removal of monuments to the Lost Cause, white supremacy, and colonialism around the world and in Winston-Salem. The Community Read offered a space for residents from diverse backgrounds to learn about the historical dimensions of Wilkerson's book and to consider together what this moment means in our lives and for our future.

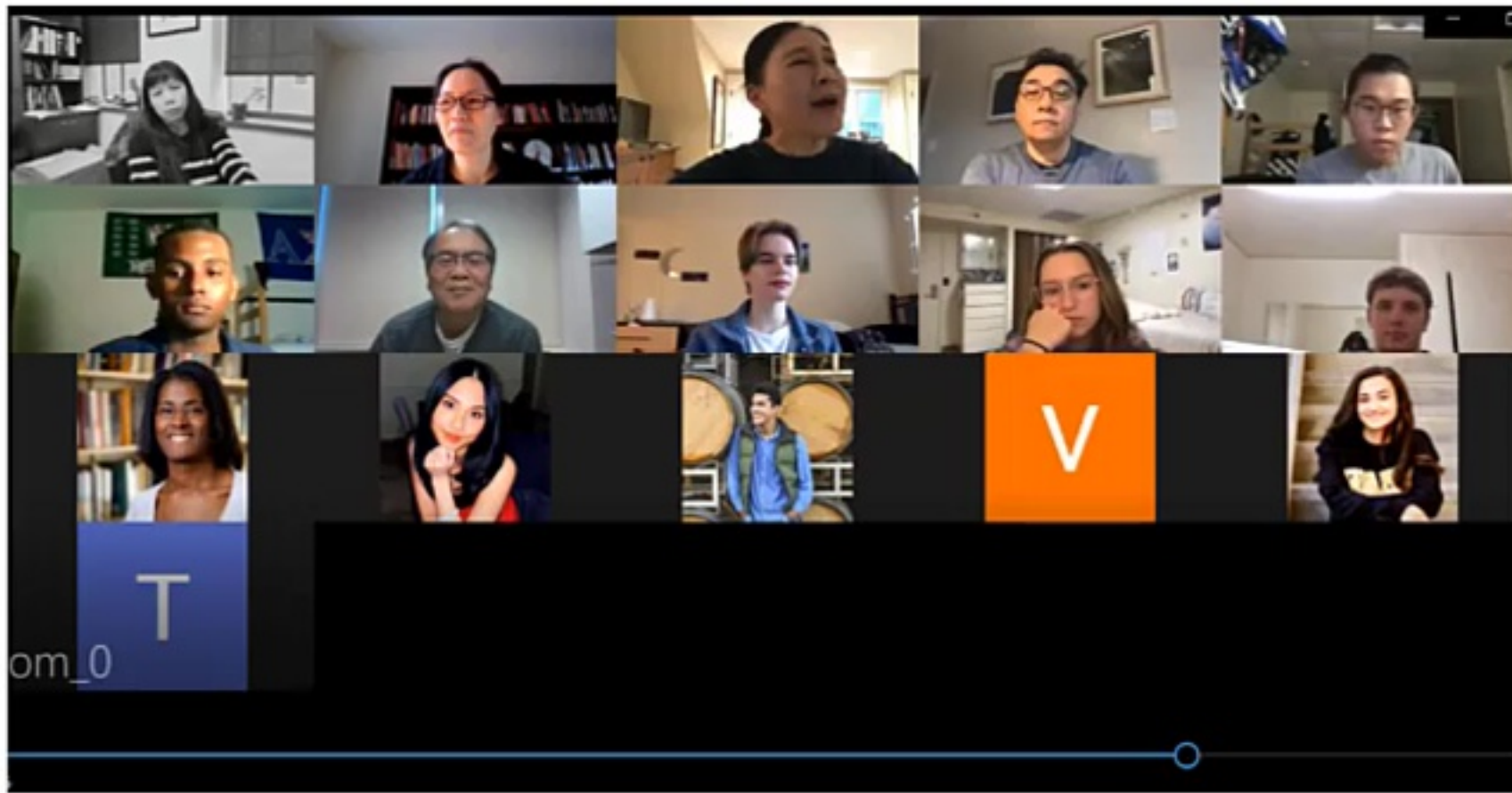
Wilkerson's book combines personal anecdotes and experiences with historical research and comparative analysis. Wilkerson asks us to practice empathy, to believe those of the lower caste when they talk about their experiences and challenges, and to consider what we lose by devaluing the talents and contributions of people because of where we place them in the hierarchy.

The first session featuring WFU History Professor Barry Trachtenberg was split into thirds: the first portion was a conversation about "castism" and Nazi Germany; the second was break-out session for the participants to engage with one another; and the final part was a Q & A between the participants and Professor Trachtenberg. About 300 people attended the event and the moderator received far more audience questions than could be addressed.

The second session with WFU History Professor Raisur Rahman focused on the parallels Wilkerson drew between the Indian caste system and the structure of American society. Professor Rahman added depth and historical precision to the book's comparative argument, which led into break-out sessions in which participants directly engaged with one another over *Caste's* main themes. In total, nearly 600 Forsyth County residents registered for the three series in the book club – the highest ever attendance for any MUSEws community program.

"PEONY DREAMS: ON THE OTHER SIDE OF SLEEP"

PERFORMED BY FOUR ARTISTS OF THE YIN MEI DANCE



Qiong Zhang, in collaboration with Professor Yaohua Shi of EALC, hosted a set of two cultural events this spring with the support of grants from New England Foundation for the Arts/National Dance Project and Wake Forest Interdisciplinary Arts Center as well as funds from our two departments. One is the viewing of a 90-minute dance titled "Peony Dreams: On the Other Side of Sleep," performed by four artists of the Yin Mei Dance, which took place asynchronously in the week of April 15-19; the other is the guest lecture and conversation with Prof. Yin Mei of CUNY Queens College, the creator, choreographer, and a performer of that dance, which happened on Zoom on April 18. While the core intended audiences were students in their two classes, EAL 222, "Themes of Chinese Literature" and HST 352 "Ten Years of Madness, the Chinese Cultural Revolution, 1966-1976", the two events also drew significant participation from the wider Wake Forest community. These events provided the participants an extraordinary artistic retreat as well as an opportunity to explore the intersections of history, art, and literature.

HONORS & AWARDS BANQUET

May 4, 2021

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

David W. Hadley Prize for
Historical Writing for the 100
Level and First Year Students:

Jayne Flynn

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

Lejiu Sun

Clonts Research Prize in
European History:

Alexi Vlahoyiannis

Chilton Pearson Research
Prize in US History:

**Bruce Haywood
& Reilly Grace Marshall**

W. J. Cash Award for
Studies in Southern History:

Anna Low

Forrest W. Clonts Award for
Excellence in History:

Anna Low

On May 4th 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 twelve students completed honors theses and provided succinct and highly anticipated presentations of their research: Ella Bishop ("A Narration of Empire: Japan's Colonization of Korea as Portrayed in The Japan Times"); Courtney Carlock ("Civilizing Mission and Exotic Indulgence? Racial Complexities in Soap Advertisements"); Kelli Frangoulis, ("Corner and Hurrem: Mediterranean Queens Defining their Space"); Reilly Gambelli ("The Picky Patient: Public Agency's role in London's Early Modern Medical Market"); Bruce Haywood ("Reading Between the Lines: Defining Enemies and Allegiances in the Revolutionary War, 1778"); Lisa Highet ("The Soviet Leader Who Befriended the West"); Anna Low ("Remembering Enslaved Women and the Intersectionality of Oppression at Southern Universities"); Reilly Grace Marshall ("A Complete Narrative: Female Irish Immigration in the United States through the Famine, Peak, and Interwar Periods"); Lejiu Sun ("Taming the Dragon: The Minor Players Along the Tea-Horse Road"); Alexander Van Zijl ("Travel writers' representation of Native Americans versus the reality on the American Frontier from 1800-1820"); Alexi Vlahoyiannis ("The Myth of Spanish Science: Nicolás Monardes and the Successful Framing of New World Materia Medica"); and Olivia Grace Woods ("Nevertheless, They Continued to Dance: The Socio Political Consciousness of the Mandan and Their Position as a People with a Past, Present and Future").