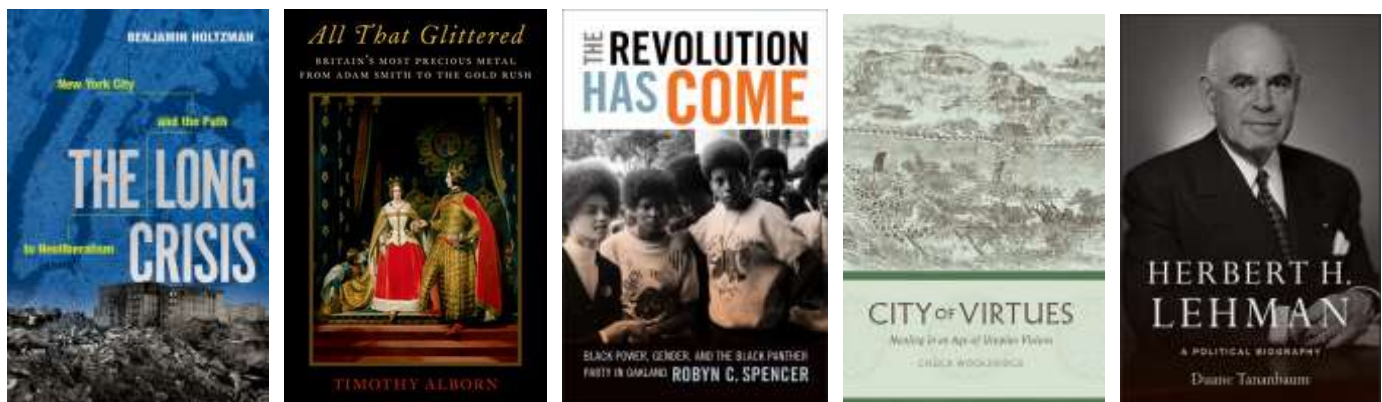


DEPARTMENT OF HISTORY
HERBERT H. LEHMAN COLLEGE
THE CITY UNIVERSITY OF NEW YORK



2023 SELF-STUDY REPORT



March 9, 2023

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INTRODUCTION

The Department of History undertook this Self-Study beginning in 2022 and continuing through the Spring 2023. Professor Marie Marianetti, Chair of the Department, organized a number of meetings in which the results of previous Self-Studies were revisited, the recommendations of the most recent outside evaluation were reexamined, and the Department’s current status was assessed. Members of the Department were then asked to draft sections of a new Self-Study, which were then circulated, discussed at length over a series of meetings, and finally revised with a concluding review that resulted in the current document in February/March of 2023.

While this 2023 Self-Study is the result of a collaborative departmental effort, a number of our colleagues took primary responsibility for gathering the most recent data available concerning students and enrollments, drafting the different sections of this document, and preparing the final results. Primary responsibility for the following sections were undertaken by the following members of the faculty: Section I, Mission and Goals of the History Department (Wooldridge); Section II, Undergraduate Degree Program (Marianetti and Valentine); Section III, Graduate Degree Program (Wunder); Section IV, Students (Dowling and Holtzman); Section V, Faculty (Spencer); Section VI, Resources (Burke); Section VII, Appendix I: History Course Offerings in

a Typical Semester (Wooldridge); Section VIII, Appendix II: History Department Learning Goals and Objectives (Wooldridge); Section IX, Appendix III: Fulltime Faculty Publications and Scholarly Activities (Dauben, Spencer, and Wooldridge). The final preparation, editing, and final proofreading of the document were undertaken by Professors Dauben and Wooldridge.

I. MISSION AND GOALS

The mission of the Department of History follows from the mission and vision of Lehman College. Lehman's mission statement reads:

Lehman College, an urban public institution and economic and cultural catalyst in the Bronx, is a national engine for social mobility and a vibrant center of discovery and creative work, providing a transformative educational experience while advancing equity, inclusion, and social justice.

Lehman's vision statement adds:

Lehman College will be a nationally recognized leader in educational attainment and the expansion of knowledge through innovative curriculum and pedagogy, original research and scholarship, and enhanced digital solutions. The College will be a model of engaged citizenship and a leading force for a more just and sustainable world.

The department contributes to this vision through our teaching about the history of movements for equity, inclusion, and social justice, our attention to the diversity of human experiences, our engagement with scholars around the world, our research and publications, and our varied classroom practices that share an emphasis on critical reading of sources. These activities all serve to fulfill our departmental mission:

Through research, teaching, and community outreach, the Department of History seeks to explain how different societies have changed over time. Our research and teaching emphasize the critical analysis of primary sources. In all our endeavors, we strive to illuminate the implications of changes in the past for the world today.

We help students wrestle with such difficult topics as the complex legacies of America's past, the ancient roots of certain ways of thinking, the constructed nature of many present-day institutions and ideologies, the need to consider points of view and places of origin radically different from one's own, and the usefulness of different strategies for distinguishing truth from falsehood and information from misinformation.

In addition, the Department contributes to Lehman College's "90 by 30" initiative. This plan, outlined in 2017, is to grant 90,000 degrees or credentials by 2030 both by improving retention and graduation rates and by expanding offerings. The History Department adds to this program through teaching. Our faculty work intensively with students on their writing, and we emphasize placing sources in context (and describing their strengths and limitations), critical evaluation of arguments, citation of sources, and research techniques. History faculty teach required general education courses designed to impart these skills, helping students further their academic careers. Our course offerings have included 200-level courses for non-majors, Freshman Year Initiative (FYI) courses, and cross-listed courses, all of which have enhanced our ability to attract students. We have managed to recover to pre-pandemic levels of history majors, and we hope to attract more majors with more diverse offerings through new faculty hires. Our relatively stable student population is a success of the Department and stands in sharp contrast to a national trend of declining enrollments in history. We also plan to expand our graduate program, in part by means of online courses. With appropriate support, the History Department can be an important contributor to the ultimate success of "90 by 30."

History is not just about the past—it informs the present and affects our futures. What can our students expect to do with a major in History? According to the U.S. Department of Labor Statistics in a study of more than a million college graduates, the median wage of those with an undergraduate degree in History is \$60,000. The major areas in which 65% of History graduates are employed include education and libraries, management occupations, including legal, business, financial, sales, and related operations. History majors have skills that employers value in almost any occupation, including the ability to think historically, analyze change over time, distinguish between cause and effect, and turn raw data into an interesting narrative. History majors have learned to read critically and to evaluate factual and anecdotal information, and in the process of studying history they have developed research skills that are useful in almost any walk of life.

History majors are especially valued in areas that involve strong research and communication skills, from newsrooms to law offices, including such areas as advertising, political campaigning, and even finance.

The assessment goals of the Department are listed in Appendix II (see below). Through a regular four-year assessment cycle, we document student learning among both undergraduates and graduate students in the areas of critical thinking, citation, information literacy, and content knowledge. We have been working on establishing a website where we can share best practices, one which we think will be particularly useful for teaching fellows and new hires. We continue to require that students take research-intensive classes, and we hold them to distribution requirements of the United States, European History, and World History. We work closely with the program in Social Studies Education to make sure that those students pursuing careers in teaching receive robust preparation.

The assessment process has resulted in several changes since our last Self-Study. Recruiting Benjamin Holtzman has allowed us to strengthen our offerings in twentieth-century U.S. history, particularly the history of New York City, which is relevant to all our students and required for those pursuing careers in Social Studies Education. His work on expanding neoliberal institutions in New York City feels like a mirror reflecting our daily lives. Our other new hire, Rhiannon Dowling, provides expertise on the areas of the former Soviet Union at exactly the moment when the United States needs more voices to help understand the conflicts there. Both hires have brought innovative pedagogies, original scholarship, and engaged citizenship, thus furthering Lehman's vision, while at the same time improving our capacity to "illuminate the implications of changes in the past for the world today" as described in our departmental mission.

These new hires complement our existing full-time faculty, who hold expertise on the histories of the Ancient World, East Asia, Europe, and the Middle East. We work closely with the Department of Latin American and Latino Studies and the Department of Africana Studies. In the field of U.S. history, our strengths include African-American history, the early Republic, the Civil War, eighteenth- and nineteenth-century intellectual and cultural history, urban history and twentieth-century history. We do need to replace faculty lost to retirement. In particular, we hope to replace retired faculty specializing in Latin American history. A new hire would present an

opportunity to diversify our faculty, to again offer courses in the history of slavery, the Caribbean, and the Mexican Revolution, and to fulfill our mission as a Hispanic Serving Institution in the Bronx. In addition, we hope to reinvigorate our graduate program, perhaps by means of expanded online offerings. The departure of our beloved assistant, Laura Guerrero, presents another challenge; finding a replacement is an urgent priority.

Department members work to fulfill our mission through collaboration with other programs in the university. History Department members have participated in the following Lehman College programs: Adult Degree; American Studies; Classical Cultures; CUNY Institute for Irish-American Studies; Freshman Year Initiative; Foreign Languages and Literatures; Honors College; Independent Bachelor's Degree; Language Transition; Latin American, Caribbean, and Puerto Rican Studies; LEH 300 and LEH 301; Lehman Scholars; M.A. in History; M.A. in Social Studies Education; Urban Studies; Women's Studies; and Writing Across the Curriculum. At the CUNY Graduate School and University Center, members of the Lehman History Department have participated in the following programs: Ph.D. Program in History; Ph.D. Program in Art History, Master of Arts in Liberal Studies; Center for Lesbian and Gay Studies; Center for Latin American and Latino Studies; and American Studies. Our scholars have also engaged in international projects in China (Dauben, Wooldridge), Finland (Burke), Germany (Dauben), Ghana (Spencer), Greece (Marianetti), Ireland (Burke), Israel (LeGall), Puerto Rico (Marianetti), Russia (Dowling), Spain (Wunder), Taiwan (Wooldridge), and Uganda (Spencer).

The five-year plan of the department is devoted to attracting students. The cornerstone of a functioning department, and a crucial source of information for students, is a College Office Assistant (COA). We hope to have a person in place as soon as possible. We wish to attract students by diversifying both the geographic focus and the methodology of our course offerings. That means hiring new full-time faculty; we are likely to need two to three lines in the next five years. As noted, the most urgent of these is in Latin American Studies. We believe the graduate program presents an opportunity for growth, and we hope to increase our enrollments over the next five years.

The Department remains committed to its mission. We are actively engaged in research. We train students in the arts of critical thinking and clear expression of ideas. We combine ancient

questions with new technologies to teach our students, and we strive for our work to engage the many problems facing the world today. In all these ways, we help Lehman to provide a “transformative educational experience while advancing equity, inclusion, and social justice.”

II. UNDERGRADUATE DEGREE PROGRAMS

The Department of History offers a variety of courses that cover the Ancient and Medieval world, European civilization, the United States, and non-Western civilizations. Students are encouraged to interpret and discuss the diversity of human experience, and to think critically about the ways in which historical events affect their own lives. The Department participates in the interdisciplinary programs in Africana Studies, Classical Culture, Latin American and Latino Studies, Middle Eastern Studies, and Women’s and Gender Studies. The faculty members in the Department are committed to excellence in narrative and analytical historical reading and writing. They offer a variety of services to students who wish to improve their reading, writing, and research skills. Students may also study with members of the faculty on independent reading or research projects.

The number of undergraduate history majors has increased from 2016–2022, even with the last three years being severely impacted due to the COVID-19 pandemic. In Fall 2016, there were 114 majors (68 in HIS-BA, 1 in MHCHIS-BA, 45 in HIST-BA), with 121 in Fall 2021 (72 in HIS-BA, 1 in MHCHIS-BA, and 52 in HIST-BA). Students who elect a minor in history were increasing from 2011 to 2014; however, beginning in Fall 2014 minors were no longer required. In Fall 2016, there were a total of 17 students completing a minor in History (13) or Classical Civilization and the Classical Tradition (4). In Fall 2021, only 6 students were completing a minor in History and 2 were completing a minor in Classical Civilization and the Classical Tradition.

The History Department has enthusiastically adapted to modifications in New York State Law introduced by the Board of Regents. These changes encourage teachers who plan to teach social studies in middle or high schools of New York State to major in approved subjects of social science specialization, including history. The History Department makes every effort to have students planning to become teachers to co-ordinate the requirements of the major with the Department’s undergraduate advisor and the requirements for teacher certification with the undergraduate advisor in the Department of Middle and High School Education.

Since its last Self-Study in 2010, the History Department has made many changes to its course listings and descriptions (see Appendix I for course offerings this semester). With the addition of new faculty, the Department has continued to diversify its range of course offerings in subsequent years. The Department continues to require that all students to take at least two “research-intensive” courses to ensure that this departmental learning objective is fulfilled.

Programs for History Majors

30–36 Credit Major in History, B.A.

For all students who are not enrolled in the Middle and High School Education Social Studies certification sequence, the History major consists of 36 credits. History courses numbered below the 300-level do not count toward the major. The 36 credits required for the fulfillment of the history major must be distributed as follows:

- 9 in HIA (Ancient and Medieval history) and/or HIE (Modern European history)
- 12 in HIS (Special Topics or Comparative History) and/or HIW (Asian, African, and Latin-American history).
- 12 in HIU (American history)
- 3 in any of the five subject codes.

Note: Of these 36 credits, at least 6 credits must be taken in research-intensive courses, designated as such in CUNYfirst and the departmental class schedule sent to all students via email.

30 credit Middle and High School-Social Studies Education Specialization

This specialization should be taken only by students in the M.H.S.E. Social Studies Education certification sequence. The 30 credits required for the fulfillment of this specialization (all at the 300-level) must be distributed as follows:

- 9 in HIA (Ancient and Medieval history) and/or HIE (Modern European history).
- 9 in HIS (Special Topics or Comparative history) and/or HIW (non-Western history).
- 3 in HIU 348 (History of New York City and State).
- 9 in HIU (other courses in American history).

Note: Of these 30 credits, at least 6 credits must be taken in research-intensive courses, designated as such in CUNYfirst and the departmental class schedule sent to all students via email.

Requirements for the Minor in History

The History minor consists of 12 credits (four 3-credit courses). These shall be selected from 200-, or 300-level courses. At least two courses must be at the 300-level. The Lehman College History Department also sponsors interdisciplinary program in Classical Civilizations and the Classical Tradition and Middle Eastern Studies.

Affiliation with the High School of American Studies at Lehman College

The History Department at Lehman College continues to be an active sponsor of cross-campus activities with the High School of American Studies, one of New York's elite, competitive, test-admission public high schools, housed at Lehman College. The History Department encourages HSAS students who are recommended by the school's principal, to enroll in upper-level undergraduate courses. The Lehman History Department continues to work closely with the principal and faculty of the school at forging ties between the college and the high school. HSAS students attend our upper-level undergraduate classes, and we are working with the school's administration on developing programs and workshops to forge stronger connections between the Department and their school.

III. GRADUATE DEGREE PROGRAM

Program Overview

The Department of History offers a Master of Arts degree in History that is intended primarily for students who anticipate that the master's degree will be their highest earned degree. Most of our graduate students are current or future social studies teachers. The course of study is designed to offer an introduction to the professional study of history and to provide mastery of a broad area of history. The Department offers an annual Cindy Lobel Scholarship of approximately \$1,500 to one outstanding student in the graduate program.

As of the Fall of 2022, there were 11 students active in the History MA program: 4 completing coursework, 2 registered for the Capstone Course, and 1 registered for the Thesis. Of

the remaining 4 students, one had an incomplete on her thesis, and 3 students were not enrolled in any coursework. The number of MA students has declined since the last departmental Self-Study in 2010, when there were 34 students matriculated in the program. This has been the case in all of the liberal arts graduate programs at Lehman College (with the exception of Spanish), as seen in the table below:

GRADUATE ENROLLMENTS 2011–2021
LEHMAN COLLEGE SCHOOL OF ARTS & HUMANITIES

Program	Fall 2011	Fall 2021	%
History	19	11	57%
Art	25	18	72%
English	20	8	40%
Music	47	31	66%
Spanish	3	13	433%

In a positive development, however, the pace of graduation of our MA students rapidly accelerated after curriculum reform was implemented in Spring 2022, with as many students graduating that semester as in the previous four years combined:

HISTORY MA DEGREES AWARDED 2017–2022

Year	Number of Degrees Awarded
2022	8
2021	4
2020	1
2019	2
2018	1
2017	5

Admissions

The requirements for admission to the MA in History are as follows:

- Possess a bachelor's degree (or its equivalent) from an accredited college or university.

- Have demonstrated the potential to successfully pursue graduate study—that is, have attained a minimum undergraduate grade average of B in History courses and a minimum grade average of B– in the undergraduate record as a whole.
- Have taken a minimum of 18 credits of coursework in History, acceptable to the Department.
- Submit two letters of recommendation.
- Submit a 1–2 page essay consisting of responses to application-packet questions.
- Submit a sample of college-level writing.
- If conditionally admitted, satisfy the conditions within one year.

The GRE was eliminated as an admission requirement, effective Fall 2017.

Degree Requirements

Since our last Self-Study, the MA in History curriculum has been streamlined to make it commensurate with competing programs. Prior to these changes, our graduate program required students to take more credits, with a larger number of specific required courses, than equivalent MAs in history at other CUNY senior colleges (e.g., Hunter College, City College, College of Staten Island) and outside of CUNY (such as NYU). We also required students to take comprehensive exams, which were not required by any of the above-named programs. The following changes were approved in Fall 2021 and implemented in Spring 2022:

- Number of required credits reduced from 36 to 30. This reduced the number of courses that MA students are required to take from 12 to 10 (3 credits each), thus potentially decreased students' time-to-degree by up to a semester.
- Eliminated comprehensive exams.
- Eliminated the requirement to take HIW 533 or HIU 534. These courses continue to be offered, and History MA students are encouraged to enroll in them by the graduate advisor.

Following this curriculum reform, the current requirements for the degree are as follows:

- Maintain a 3.0 average
- Earn at least 30 credits, which must include:
 - HIS 780: Seminar in History
 - HIS 781: Advanced Tutorial Project in History (this is an independent study in preparation for the Capstone or Thesis)
 - HIS 796: Capstone Project (3 credits) OR HIS 797 Master's Thesis (6 credits)
 - 6-7 additional graduate-level courses in History (18 credits for students who choose to write a thesis, 21 credits for students who choose the capstone project). Graduate-level courses in other departments may be taken with the permission of the History graduate adviser.

Course Offerings

At the time of the previous Self-Study in 2010, the History Department was able to offer stand-alone graduate courses, largely thanks to the number of Teach for America students who were taking courses with us at the time (this program is no longer based at Lehman). At this time, in Fall 2022, MA students take almost all of their coursework by enrolling in a 700-level section attached to a 300-level undergraduate course. This is problematic for students who earned the BA at Lehman, since they are not permitted to re-take courses that they took as undergraduates for graduate credit.

The Department currently offers three stand-alone graduate courses: HIS 780, which is required of History MA students; and HIW 533: World History and Historiography and HIU 534: U.S. History and Historiography, which are required courses for the Social Studies Education MA. The historiography courses are each offered once a year (HIW 533 in the fall, HIU 534 in the spring); enrollments have been up-and-down, peaking at a high of 27 students in each course in 2020-21 but declining in 2022 to 8 or 10 students per class. The required course, HIS 780 is under

threat: in 2022–2023, enrollment in the program was too low to meet the minimum enrollment threshold required by the administration to offer the course.

History graduate courses fill an important role serving other programs as well as our own. An average of 26 students in the MA in Social Studies Education Grades 7–12 enrolled in History graduate courses each semester between Fall 2017 and Spring 2022; a total of 67 Social Studies Education students took History MA courses in academic year 2020–21. History courses also serve the recently-created and growing Master of Liberal Studies (MALS) program; an average of 5 MALS students have taken history courses every year since 2017.

Capstone and Thesis Projects

The number of students who choose to complete their degree with a Capstone or Thesis is evenly divided: between Fall 2017 and Fall 2022, 11 students enrolled in HIS 796 (Capstone) and 11 in HIS 797 (Thesis). Recent titles of completed Capstone and Thesis projects show a strong focus on American history, specifically military history:

- The Changing Evaluations of *Black Skin, White Masks* throughout History
- The 1863 Invasion of Pennsylvania: General Robert E. Lee’s Campaign in Terror
- Tuskegee Airmen
- The Impact of the Saratoga Campaign of 1777 Upon the Communities of Upstate New York During the American Revolution
- The Morning After the Rockefeller Drug Laws: Carey and Cuomo Implement Mass Incarceration in New York
- Come out of the Draft: The Story of the 150th New York Infantry, the “Duchess County Regiment” in the American Civil War
- The American Way of War: Technology, Strategy and Tactics
-

Strategies for Growth

One strategy for growing the MA in History could be to offer a fully online graduate degree. This endeavor would align with the current priorities of the CUNY Office of Academic Affairs, which is launching a CUNY Online initiative to double the number of fully online degree programs offered by CUNY schools. The Lehman History Department has much to offer that should make us competitive in the market for online graduate degrees in the Bronx, Westchester, and the greater CUNY catchment. While we are a relatively small department, we have a strong research faculty with expertise in a variety of areas, and we offer a diverse range of courses. We work very closely with our graduate students and offer them the advantage of a close working relationship with faculty that they would not find in larger institutions. These features should make the Lehman History MA attractive to prospective students. If we were to offer an online graduate degree, we would need strong support from the administration in the form of advertising and also in a commitment to run online graduate courses with fewer students than usual during the initial years of the program.

IV. STUDENTS

Lehman has an exceptionally diverse population of 12,800 undergraduates, about a third of whom were born outside the United States. About half of undergraduates are Hispanic, a third are black, 7.5 percent are Asian/Pacific Islander, 7.3 percent are white, 2.8 percent are designated as nonresident aliens, and about .2 percent are American Indian or Native Alaskan. Over half come from households with incomes under \$30,000 and nearly 60 percent are the first in their families to attend college. Students overwhelmingly hail from the New York City area, with 60 percent coming from the Bronx, about 20 percent living in the rest of New York City, and 8.4 percent residing in nearby Westchester County.

The vast majority of students balance school with work, family, and/or caretaking responsibilities. Lehman is also a commuter campus, with students often having to travel great distances on public transportation to campus, even if they are coming from within the Bronx. All of this means that the typical student has heavy responsibilities outside the classroom that constrain the amount of time they have to devote to their studies.

The diverse backgrounds of Lehman students give them a unique familiarity with comparative concepts within history. These students bring into our classrooms a range of life experiences that enhance conversations about the study of history as well as its application to present-day problems and questions. At the same time, this diversity of experiences comes along with a wide range of preparation levels, including students right out of high school studying alongside those who may be back in the classroom after a long hiatus. Professors face the challenge of creating and grading assignments that are both fair and useful to students with a wide range of abilities and preparation levels in reading comprehension, writing, and critical thinking skills.

Despite these hurdles, Lehman College does an exceptional job of serving students. The college is consistently recognized for its reputation for enhancing students' social mobility and for the quality of its education.¹ This year, for instance, *U.S. News & World Report* ranked Lehman sixth on its list of "Top Performers on Social Mobility in the North."² Lehman students also graduate with the lowest amount of debt among regional schools in the northeast; many graduate with no debt at all.³

The History Department serves a critical role in these processes. We are particularly proud of being a principal major and minor option for future New York school teachers. The History Department sponsors the History (Teacher Education) major and History Department courses in World History and Historiography and U.S. History and Historiography fulfill the requirements of the Master of Arts in Social Studies Education.

Undergraduate history majors are required to take 36 credits of history courses, including at least 9 credits in either Ancient and Medieval Civilization or History of Modern Europe, 12 credits in Comparative History or Asian, African, and Latin-American History, and 12 credits in the History of the United States. The Department offers these courses in various modalities,

¹ See the Lehman College website:

<https://www.lehman.cuny.edu/rankings/#:~:text=2022,list%20of%20Top%20Public%20Schools>

² *U.S. News and World Report*, "Top Performers on Social Mobility," (2023). Available here: https://www.usnews.com/best-colleges/rankings/regional-universities-north/social-mobility?_sort=rank&_sortDirection=asc (accessed 2/9/2023).

³ *U.S. News and World Report*, "Least Debt Regional Universities North," (2023). Available here: <https://www.usnews.com/best-colleges/rankings/regional-universities-north/least-debt> (accessed 2/9/2023).

including online, hybrid, and hyflex, to serve students with a variety of scheduling and learning needs.

History undergraduate majors are advised by Robert Valentine and graduate students are advised by Amanda Wunder. These professors, along with Department Chair Marie Marianetti, assist students in making course selections and in planning for their degree and career goals.

History is a popular major within the School of Arts and Humanities. We are also pleased to find that our students are happy with their decision to major in History. Our own student survey in the fall of 2022 found that nearly all respondents would recommend majoring in History to a friend. Asked to rate the Department on a scale from 1–5 (with 5 being “very satisfied”), respondents’ overall satisfaction with the Department received an average rating of 4.13, advising received a rating of 4.25, and the overall level of instruction received a 4.31.

The number of students majoring in History has remained relatively consistent over the past decade. While our number of majors declined somewhat in the mid-2010s, our number of majors in 2021 was the highest it had been over the preceding decade.

Total Majors:

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
History Total	121	124	116	104	100	114	117	124	103	111	125
A&H Total	918	878	937	926	917	1063	1150	1254	1309	1316	1239
%	13.1	14.1	12.4	11.2	10.9	10.7	10.2	9.9	7.9	8.4	10.1

Majors Breakdown:

MAJORS	Program Name	Academic Plan	2016	2017	2018	2019	2020	2021
	History	HIS-BA	68	63	76	64	64	72
	MHC-History	MHCHIS-BA	1	2	1	1	0	1
	History (Teacher Education)	HIST-BA	45	52	47	38	47	52
	Total		114	117	124	103	111	125

Minors Breakdown:

	Program Name	Academic Plan	2016	2017	2018	2019	2020	2021
MINORS	History	HIS-MIN	13	15	12	25	15	6
	Middle & High School Education	MIDE-MIN	-	-	2	2	2	-
	Class Civilization & Tra	CCT-MIN	4	-	3	3	1	2
	Total		17	15	17	30	18	8

Student Enrollment

Students take courses across the History curriculum. The bulk of students taking history courses do so through HIS (the designation for 200-level / introductory courses). A number of these courses fulfill educational requirements for Lehman students, particularly the Flexible Core (World Cultures & Global Issues, Scientific Core, or US Experience in its Diversity requirement) and LEH courses required for students transferring to Lehman from two-year institutions, making them popular choices for students on campus. In addition, each semester the Department offers from 20 to 40 Writing Intensive courses that serve not only history majors, but also fulfill course requirements for students in other majors.

Our total enrollment numbers have declined somewhat from a decade ago in terms of the total number of student credits in History as well as in History's percentage of the total course credits within the Arts and Humanities. However, we are encouraged by the fact that our enrollment numbers have increased in recent years from the mid-2010s.

Student Course Credits

Student Course Credits:

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
HIA	270	129	135	156	165	111	138	147	126	150	120
HIE	288	237	207	150	42	45	123	267	270	252	207
HIS	2103	1719	1902	1512	1494	1830	1635	1662	1893	1362	1785
HIU	450	546	495	486	294	369	267	504	441	546	333
HIW	336	324	330	315	282	237	243	279	291	297	276
MES	0	18	102	66	21	3	6	18	18	15	12
Total	3447	2973	3171	2685	2298	2595	2412	2877	3039	2622	2733
A&H Total	32,860	29,492	29,330	28,671	29,366	30,066	33,080	35,613	37,363	36,255	36,493
% of A&H	10.5	10.1	10.8	9.4	7.8	8.6	7.3	8.1	8.1	7.2	7.5

In part because of the various educational backgrounds and goals of students in history courses, the responsibility often falls on history professors to teach students basic writing skills including educating students on the meaning and consequences of plagiarism. The Department has prepared a statement on what constitutes plagiarism and a policy for how to deal with it. This policy is included in the syllabi for most history courses and allows professors to deal with the problem uniformly and fairly while informing students what plagiarism is and why it is a problem.

We are working on increasing student involvement in the Department and doing more to recognize the achievements of our students. Professors Rhiannon Dowling and Benjamin Holtzman have restarted our chapter of Phi Alpha Theta, the History Honors Society, which inducted four new members last year. Department members also organized a virtual event at the end of the academic year in which several graduate and undergraduate students gave short presentations about historical research they conducted. This gave an important opportunity for our students to be in the spotlight, discuss their research, and take questions from faculty and from one another.

The Department also offers several awards and prizes to recognize student achievement, including the Michael Cheilik Memorial Fund Award, the Dr. Thomas Hunter Prize in History, the Raymond J. Sontag Essay Prize, the Cindy Lobel Memorial Award, and the Howard Weitz and Aaron Hochberg Award for Research, a prize for best research project or essay by a history

graduate student. These awards provide an opportunity for the Department to recognize the outstanding achievements of our undergraduate and graduate students.

We are proud of the success of our alumni, who are engaged in a variety of career pursuits. Assessment data are inexact, but we believe about a quarter of our BA students pursue some form of graduate education within five years of completing their History degrees. After graduating in 2014, Zarin Tasmin won a Fulbright English Teaching Assistant scholarship and moved to Busan, South Korea. Joseph Lawlor graduated from Lehman in 2015 and went on to graduate from University of Cambridge with a Master's in Public Policy. Shane Martin graduated from Lehman in 2020, and then received an MA from New York University in Experimental Humanities and Social Engagement. He now works as a freelance writer. A plurality of our graduates become teachers, and many get MA degrees in Social Studies Education.

We recognize that graduate school is but one of many possible career trajectories. The Department is working on a process that will allow students to pursue unpaid internships for course credit. A student taking an internship would work with a faculty member to meet throughout the semester about the internship and write a reflection on their experience at the end of the semester. Signing up for the internship via new 370-level courses (HIA 370, HIE 370, HIU 370, HIS 370, and HIW 370) would allow the internship to count toward a History major. We hope to create more opportunities for internships for our students through alumni who are working in fields related to history. For instance, Professor Alborn's former MALS student, Pastor Crespo, is currently working at the Bronx Historical Society, and History Department alumnus Eugene McCabe is working as a curator at Federal Hall. We would like to further cultivate these relationships with local institutions so that we can encourage more Lehman students to explore history-related careers.

MA Enrollment

The department also offers an MA degree that has consistently enrolled between eight and seventeen students over the past decade. Graduate instruction takes place in both separate and combined courses with undergraduates, and each semester the department offers around 20 graduate courses that students can take to fulfill the requirement of 6 or 7 courses (in addition to

the required seminar in history and advanced tutorial in history courses) that graduate students must take as part of fulfilling the requirement of the degree.

MA Total Enrollment:

Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
16	16	14	13	13	11	8	10	16	15	16	17

MA Degrees Granted:

	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
History	3	7	6	6	5	2	3	3	2	1	4
A&S Total	58	50	35	38	34	25	31	32	36	34	37
% of A&H	5.2	14	17.1	15.8	14.7	8	9.7	9.4	5.6	2.9	10.8

V. FACULTY

There are at present twelve full-time members of the Department of History:

Distinguished Professor: Joseph Dauben (History of Science)

Professors: Timothy Albarn (British History; Dean of Arts and Humanities);

Associate Professors: Martin Burke (American History, Irish History); Dina Le Gall (Middle Eastern History); Marie Marianetti (Ancient History; Chair of the Department); Andrew Robertson (American History); Robyn Spencer (African American History); Chuck Wooldridge (East Asian History; Chinese History); Amanda Wunder (Spain; Early Modern European History)

Assistant Professors: Rhiannon Dowling (Russia; Crime and Punishment); Benjamin Holtzman (Modern US; Urban History)

Lecturer: Robert Valentine (American History; Military History)

The Department of History is home to a professionally active group of scholars with diverse intellectual interests. We have recently augmented our excellent faculty, a priority as we lost faculty members to retirement (Duane Tananbaum, Evelyn Ackerman and José Renique) and

death (Cindy Lobel) over the past five years. Despite the challenges of the COVID-19 pandemic, the Department recently hired two full-time junior faculty members: Rhianon Dowling and Benjamin Holtzman. The diverse specializations of the new faculty contribute to fulfilling the goal of having history students acquire competence in diverse areas and time periods of study. The new faculty members' fields of expertise cover the geographic fields of Russia and the Soviet Union and the history of capitalism, cities and social movements in the U.S. Their methodological approaches include cultural, social, and political history as well as race and class. These two new faculty members hold PhDs from Brown University and the University of California, Berkeley, and they are actively pursuing their research agendas. They have held grants or fellowships from the Fulbright-Hayes Commission, the Harvard Davis Center for Russian and Eurasian Studies, and the American Academy of Arts and Sciences. Dr. Dowling's manuscript is under revision and Dr. Holtzman's book *The Long Crisis: New York City and the Path to Neoliberalism*, was published by Oxford University Press in 2021.

In addition to its full-time staff, the Department of History also employs several adjunct faculty who regularly cover such areas as Medieval Civilization (Diane Auslander); Early Modern European history (Victoria Calabrese); Contemporary European History (Victoria Calabrese, Diane Auslander); Latin American History (Oscar Aponte Moreno); Foundations of the U.S. (Philip Suchma, Clarence Mims, Ean Oesterle); Modern U.S. History (Philip Suchma, Clarence Mims, Ean Oesterle); American Culture: Values and Traditions (Philip Suchma, Ean Osterle, Clarence Mims); Anti-Semitism from Early Christianity to Hitler (Stephen Garrin) and The Holocaust (Stephen Garrin). Adjunct faculty have also stepped in to cover courses normally taught by full-time faculty who are on leave, including Ancient Civilization (Mark Wilson) and New York History (Philip Suchma). In addition to regular adjuncts, the History Department currently employs three Chancellor's Fellows (Ph.D. students at the CUNY Graduate Center who teach in our Department for three years): Edward Charnley (Foundations of the U.S.), Blake McGready (Modern U.S. History), and Yanara Smacks (Early Modern European History).

Our adjuncts also offer history-based, interdisciplinary courses in the General Education Division. Such classes include: History of American Sports (Philip Suchma); Berlin in the Twenties and Modern Jewish History (Stephen Garrin); Epidemic Diseases in History (John Frangos); Women in Antiquity (Mark Wilson); American Religious History (Massimo Di

Gioacchino), Controversies in U.S. Public Education (Raymond Galinski), America in the 80s and 2000s (Katharine Uva), and Sexuality Since 1776 (Kate Mazza). Many of our adjuncts also teach in the stand-alone Freshmen Year Initiative Program (Philip Suchma, Clarence Mims, Diane Auslander, Edward Charnly) and the LEH Program (Carolyn Carr, John Frangos, Stephen Garrin, Diane Auslander, Raymond Galinski, and Kate Mazza).

The Department of History enjoys a strong reputation for research among the academic departments at Lehman College. In the past decade its members have published works with such presses as Toronto, Duke, Penn State, North Carolina, Oxford, Routledge, Franz Steiner, Brill (Leiden), University of Washington, and Yale. Articles by full-time members of the Department have appeared in such prestigious and peer-reviewed journals as *Annals of Science*, *Bulletin of the History of Medicine*, *Business History Review*, *French Historical Studies*, *The Hispanic Review*, *History of Science*, *International Journal of Middle East Studies*, *Journal of Early Modern History*, *Journal of the History of Ideas*, *Journal of Interdisciplinary History*, *Journal of Modern History*, *Journal of Negro History*, *Journal of Victorian Culture*, *Journal of Women's History*, *Late Imperial China*, *Latin American Research Review*, *New York History*, *Reviews in American History*, *Souls*, *Studia Islamica*, *Turkish Studies Association Journal*, *Victorian Studies*, and *Winterthur Portfolio*.

Our faculty members also edit or sit on the editorial boards of scholarly journals. Professor Burke is Executive Co-editor of the *Journal of the History of Ideas* and is a consulting editor for *Intellectual News* and *Contributions to the History of Concepts*. Professor Dauben sits on the editorial board of the following journals: *Osiris*, *Revista di Storia della Scienza* (Italy), *Philosophy and the History of Science* (Taiwan), *Mathesis* (Mexico), and *Ganita Bhāratī* (Bulletin of the Indian Society for History of Mathematics) and is a former editor of *Historia Mathematica* (Academic Press, USA). Professor Spencer is on the board of the *Journal of Civil and Human Rights* and *Women's Studies Quarterly*. Professor Le Gall is on the Advisory Board of *Journal of Sufi Studies*. Professor Wooldridge reviews manuscripts for the Weatherhead Center Publications Program at Columbia University.

Members of the Department contribute to the running of the University and College. We serve on the major college-wide elected committees and have served as chairs and members of

search committees for Provost and Deans, as well as for the Middle States Decennial Report. A list of the major activities of current full-time faculty members of the Department of History emphasizing their accomplishments over the past seven years can be found in Appendix III. This list includes: publications, research in progress, professional development and involvement in professional organizations, grants, pedagogy activities, contributions to program development/curricular revision, community education and participation in college, and university-wide activities.

Members of the History Department have also been awarded numerous prestigious prizes, grants and fellowships in recent years including the ACLS's Charles Ryskamp Fellowship for Professor Alborn, a Faculty Research Award from the NEH for Professor Le Gall, the Fulbright grant to Professor Wooldridge, the Renaissance Society of America, Samuel H. Kress Mid-Career Fellowship to Professor Wunder, the Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars - Institute for Advanced Study to Professor Spencer and the Joyce Tracy Fellowship from the American Antiquarian Society to Professor Robertson. Most faculty members have received PSC-CUNY grants in recent years to facilitate their research, and Professors Burke, Holtzman, Spencer, and Wunder have been part of the Faculty Fellowship Publication Program at the CUNY Graduate center, a competitive program that incubates faculty writing projects.

Teaching excellence is a high priority for the Department, and faculty members have won the annual college-wide award for Excellence in Teaching. The History Department offers many research and writing intensive courses to majors and nonmajors which help to equip students with the skills needed for future success. Professors Burke, Marianetti, Spencer, Wooldridge, and Wunder have formally participated in the Lehman's Writing Across the Curriculum Program (WAC) program and taught Writing Intensive sections of their courses. This faculty professional development program has equipped the Department to meet its goal of helping students to acquire proficiency in writing mechanics and using writing to increase comprehension and enhance communication and critical thinking skills. The Department's adjuncts regularly teach writing intensive sections as well.

One suggestion that emerged from the last Self-Study was that the Department work more closely on mentoring our adjunct faculty. We have embraced the opportunity offered by our

contractual obligation to observe the teaching of all provisional faculty members by using the teaching observations and the one-on-one meetings that follow them as a means to share ideas and suggestions with beginning teachers.

The Department has encouraged faculty development in a number of ways, including workshops in which members of the Department have participated to develop courses using Blackboard and to implement WAC (Writing Across the Curriculum) and WIC (Writing Intensive Courses) as part of a college-wide strategy to help our students improve their writing and thinking. Members of the Department have also participated in grants-writing workshops sponsored by the Office of Grants. In recent years, members of the history department have worked actively at bringing technology into their classrooms and taking advantage of the potentials of online education. Most faculty continue post-pandemic to offer online or hybrid courses and several full-time and adjunct faculty members have participated in a hybrid course development workshop sponsored by the College of Arts and Humanities.

Experiential education is key to how faculty approach their subject matter. Professor Wunder and Professor Spencer have taken students off campus to museums like the Metropolitan Museum of Art and the African Burial Ground Memorial and the Malcolm X and Dr. Betty Shabazz Memorial and Educational Center. In 2010 Professor Marianetti established a Summer Program in the island of Crete, Greece. It is the first study-abroad program at Lehman that combines forces with the Department of Environmental Sciences. Participating Lehman and CUNY students encounter Bronze-Age Minoan and Mycenaean Civilization through visits to archaeological sites while at the same time taking advantage of the picturesque culture of the modern inhabitants of Crete. The program has become very successful. Following a COVID hiatus, it has been relaunched for Summer 2023.

Our faculty have also received and worked with grants focusing on pedagogy and curriculum development. Professor Spencer has worked with the New York Department of Education on “Hidden Voices” curriculum units focusing on bringing the history of women and LGBTQI+ communities to public schools in New York. Professor Burke received an Edsitement Grant and a U.S. History Initiative Grant from the National Endowment for the Humanities and Professor LeGall earned a Curricular Development Award from the CUNY Graduate Center in

2007-8. And Professors Robertson, Burke, and Spencer have all worked on NEH-funded “Teaching American History” initiatives, engaging in teacher training for school districts in New York and beyond.

Members of the History Department also have lectured widely, including such national venues as Hunter College, Wharton School of Business, University of South Carolina, Temple University, Yale University, the Huntington Library, the Folger Institute, New York University, the CUNY Graduate Center, Rutgers University, Staten Island Historical Society, Massachusetts Historical Society, Georgetown University, the Gilder Lehrman Institute, the American Antiquarian Society, Worcester Polytechnic Institute, George Washington University, Swarthmore College, Cornell University, Sarah Lawrence College, Purdue University, the College of New Rochelle, Yale University, University of Pittsburgh, Carnegie Mellon University, Virginia State University, Columbia University, the Metropolitan Museum of Art, Tulane University, the Indianapolis Museum of Art, Fairfield University, Harvard University, the Museum of Fine Arts, Boston, Wesleyan University, and the University of Wisconsin.

In addition, they have sat on panels at such scholarly conferences as the Association for Jewish Studies, the Social Science History Association, the Society for French Historical Studies, the North American Conference on British Studies, the North American Victorian Studies Association, the Northeast Conference on British Studies, the International Research Network on Anti-Catholicism, the American Historical Association, the International Society for the Study of Irish Literatures, the International Society for Intellectual History, Society for Historians of the Early American Republic, Middle East Studies Association, the Historical Society, the American Studies Association, the Southern Historical Association, the Organization of American Historians, the Latin American Studies Association, the American Sociological Association, the National Council on Black Studies, the Mid-Western Political Science Association, the Association for the Study of African American Life and History, the Association for Asian Studies, the Society for Spanish and Portuguese Historical Studies, the Renaissance Society of America, and the American Conference for Irish Studies.

Internationally, members of the History Department have spoken at the Changhe Temple and at the National Central Library in Taiwan, the Van Leer Jerusalem Institute for Advanced

Study; the University of Verona; the Herzog August Bibliothek, Wolfenbüttel; Istanbul Technical University; Upsala University; Helsinki University; the Russian University for the Humanities, Moscow; Charles University, Prague; Universidad de Santiago de Chile; the Universidad Nacional Autónoma de México; the Universidad de Concepción, Chile; the University of Toronto; Cambridge University; Oxford University; Kings College, London; University College, London; Universidad Autónoma de Madrid, and in Rome and Kampala.

The History Department enjoys a strong *esprit de corps*, and everyone appreciates the high level of collegiality that has always typified the Department. The achievement of two successful faculty hires is an example of the smooth functioning of the department. The Chair of the Department, Marie Marianetti, regularly circulates among faculty announcements of interest concerning college activities, announcements from the administration, and notices of research and study opportunities forwarded from the Office of Grants and Sponsored Research. Additional information is sent to faculty directly from the Office of Grants and Sponsored Research, from the President, Provost, Deans, and other department Chairs.

Our faculty is very involved in the various activities of the Lehman College community and members of the History Department are frequent participants and audience members at college-wide lectures, art openings, concerts, and ceremonies. Members of the faculty also participate regularly in the various gatherings and honorary celebrations sponsored by the college, including functions hosted by the Lief Library to recognize faculty publications, and by the college to celebrate faculty research.

Within Lehman, the History Department has enjoyed excellent relations with numerous other departments and programs over the last five years, including the Freshman Year Initiative (FYI), Adult Degree and Individualized Baccalaureate, Macaulay Honors College, Lehman Scholars, and Women's Studies Programs; and the Departments of African and African American Studies; Early Childhood and Childhood Education; Social Studies Education; Economics and Accounting; Languages and Literatures; Latin American, Caribbean, and Puerto Rican Studies; and Middle and High School Education. The History Department administers the American Studies Program and is responsible for staffing AMS 111 – American Values: Culture and Tradition. In addition, the History Department works closely with the Division of General Studies

in staffing core interdisciplinary courses, LEH 300 and LEH 301. Professor Le Gall helped to develop and serves as coordinator of Lehman's new minor in Middle Eastern Studies. Professor Alborn once served the College as Dean of Arts and Humanities and now runs the Masters in Liberal Studies program. Benjamin Holtzman serves as faculty advisor to the Crystal Queer student group at Lehman.

Members of the Lehman History Department have a significant presence at the CUNY Graduate School and University Center. At present, Professors Alborn, Burke, Dauben, Le Gall, Spencer and Robertson all hold Graduate Center appointments in the Ph.D. Program in History; Professors Alborn, Burke, Dauben, Robertson, and Marianetti are members of the M.A. in Liberal Studies Program faculty; Professor Burke is a member of the American Studies Certificate Program faculty. Professor Wunder teaches courses at the Graduate Center and is on the faculty of the History and Art History departments. She is also Coordinator of the Certificate Program in Global Early Modern Studies. Professor Le Gall has been instrumental in developing the Graduate Center's MA program in Middle Eastern Studies. In addition to their service at Lehman, History department faculty also serve on various Graduate Center committees in both the History and MALS Programs. The relationship between Lehman's History Department and the Graduate Center is a strong one. Indeed, the Department has one of the highest percentages of full-time members on the doctoral faculty. We have a dedicated seat on the History Ph.D. Program's Executive Committee. In addition to offering courses, serving on examination committees, and supervising dissertations, members of the History Department play an active role in the governance of the Graduate Center. Joseph Dauben has served as both Executive Officer of the Program in Liberal Studies and Director of Independent Studies; Martin Burke was acting Coordinator of the ASCP Program, and Chair of both the Doctoral Faculty Policy Committee and the Executive Committee of the Graduate Council. Andrew Robertson has served as the Deputy Executive Officer and as Acting Executive Officer of the History Program and he currently serves as a member of the Executive Committee of the History Program. Lehman History faculty are also active at the Graduate Center in Latin American Studies, the Center for the Humanities, and the Center for the Study of Philanthropy. At the University level, Professor Burke serves on the Executive Committee of the University Faculty Senate (UFS) and as member of the UFS Budget Advisory Committee. He also serves on the CUNY-wide Council of Faculty Governance Leaders.

Outside of CUNY, members of the Department participate in regular meetings with members from history faculties at colleges and universities throughout the greater metropolitan area at regular meetings of the Columbia University Seminars, and at the New York Academy of Science, among others. History Department faculty are leaders in local, national, and international professional organizations and have organized and served on planning committees for local, national, and international conferences. Our faculty are also very active in service to the field, serving on advisory committees for journals, fellowships, and archives and acting as outside readers on Ph.D. dissertations (see attached appendix for details).

In short, History Department Faculty make their presence felt in Lehman College, the Graduate Center, the University as a whole, and throughout the world.

VI. RESOURCES

When considering our departmental resources, recurrent deficiencies in certain areas continue to encourage us to make use of those that we do possess and to take advantage of ones that periodically may be made available.

Classroom Resources

While the Department's 2010 Self-Study pointed to the NEH Seminar Room (Carman 201) as an example of a state-of-the-art teaching facility, the periodic restrictions on material support characteristic of the College—and the University at large—have made that observation redundant. The technological capacities of Carman 201 are today limited at best. There is a possible resolution in the offing, however, as the College's Division of Information Technology has surveyed of late the situation in the Seminar Room and has promised to update/replace equipment as needed.

Other classrooms located on the second floor along the northern corridor of Carman Hall have the capacity to accommodate up to thirty students. All of them have been outfitted as “smart-classrooms” with ceiling-mounted digital projectors and automatic screens operated from consoles-cum-podiums, with accompanying microphones. The latter, in turn, are linked to wall-mounted monitors designed to allow remote, synchronous course delivery via a “Hy-Flex”

modality. Although monitors placed at 90-degree angles to the front of classroom podiums are perhaps of limited usefulness, drop-down screens for projection to the front of the classroom do facilitate in-class discussions. The ubiquity of PowerPoint and other forms of digitized visual presentations does entail the use of laptops by many of our full-time and part-time colleagues. Since the Department owns but a few of these, instructors often employ their personal computer equipment when conducting class sessions. Standard blackboards fill the front and side walls of these classrooms. The Department also has an older, but admirable, collection of maps depicting momentous events in American, European, and world history.

Since the last Self-Study, the physical conditions of these Carman Hall classrooms have improved by way of wall and ceiling painting/repairs, adequate window treatments and the replacement of aging desks with more mobile models more conducive to flexible seating plans and small-group discussions. The unpredictable room-temperature conditions referenced in the 2010 Self-Study continue, amplified by the need to keep at least one window partially ajar in order to meet post-pandemic air circulation requirements. The latter are also addressed by the presence of portable air-filter devices in the classrooms. Garbage cans in the classrooms double as doorstops, allowing further air circulation.

Departmental Resources

The resources of the History Department are sufficient in most respects. The Department's Office (Carman 202C) has a microwave, refrigerator, and a coffeemaker. The availability of office supplies varies. While in 2010 each faculty member received a ration of one ream of photocopying paper and one box of chalk per semester (with erasers, grade books and blue-books available in somewhat larger quantities), thanks to careful stewardship of limited resources and the digitization of communications, penurious rationing is now a rarity. There is a serviceable copier/printer in the vestibule, suitable for limited copying needs with larger jobs delegated to the College's Copy Center. Said printer is linked to faculty and staff members' networked desktop computers. We are sad to be losing admirable bureaucratic skills and endless good will of our Departmental Secretary, Ms. Laura Guerrero, who has made our lives easier with competent, cheerful administrative support. Securing a skilled replacement is one of our top priorities.

In the Department's 2003 Self-Study, office overcrowding was noted as a problem. The subsequent 2010 iteration reported on improvements in space allocation and availability. In the intervening years, reduced reliance on part-time faculty and a somewhat smaller full-time cohort have reduced the Department's Carman Hall footprint. Of the eight offices now in its real estate portfolio, five contain a brace of full-time faculty members each (CA-294, 296, 297, 298, 299), two accommodate admixtures of full-time professors and graduate teaching fellows (C-293 and 295), with one dedicated solely to part-time members of the Department (C-292). The Department offices are in the Carman 202 suite, with the aforementioned Ms. Guerreo in CA-202C. The Chair, Marie Marianetti, has her office in CA-202B) overlooking the arcadian precincts of the Jerome Park Reservoir and Van Cortlandt Park.

All full-time faculty members have their own desktop computers with standard CUNY IT access and resources. While the adjunct faculty continue to share desktops and desks, each has personal access to said computers. Since part-time faculty and several full-time Department members conduct classes on different "shifts" (Monday-Wednesday, Tuesday-Thursday, the weekend), their staggered schedules allow them to hold office hours, meet with students, and enjoy relative peace and quiet within their own office space by themselves.

Two neighboring departments are in the proximity of the Department of History: Africana Studies, and Latin American and Latino Studies. Faculty members from both teach courses which correspond to, and are cross listed with, those of the History. A collegial friendship and much concourse have arisen between these respective departments, culminating in shared resources, professional collaboration, and social interaction.

Extra-Departmental Resources

The computer labs in the Carman Hall IT Center and the Leonard Lief Library continue to be acceptable, accessible facilities; and members of this Department have used them for classes and presentations. To date, the Blackboard Learning Management System has made the use of remote sites feasible for all members of the faculty, so that presentations, lectures with videos and slides, and interactive student discussion groups can be facilitated. While the 2010 Self-Study noted that the Department's course offerings contained at least one online course per semester or summer session, the volume and scope of online offerings by the Department has risen in keeping

with the trends at the College and across CUNY. The imperative to switch rapidly to distance learning during the COVID-19 public health crisis dramatically increased reliance on Blackboard as well as on such communications platforms as Zoom and Microsoft Teams. The post-pandemic adjustment of ratios of on-campus to distance learning is still underway. CUNY's contract with Blackboard will soon expire and a new learning management system, D2L from Brightspace, is scheduled to be adopted as the sole approved platform university wide. How seamless the transition from Blackboard to a new distance learning environment will be is a matter of debate.

The Lief Library has been underfunded for decades, as have libraries across the University. The 2010 self-study did note the library's ability to acquire more books and audio-visual material for instructional purposes than in the past. In the ensuing years, the familiar cycle of feast and famine has continued. There has been a marked improvement in student and faculty access to digital databases and e-books, however, due mainly to the University's Central Office contracting for university-wide access rather than campus-based library budgeting. Lehman's library, like many of its CUNY peers, has also placed a special emphasis on acquiring and endorsing Open Educational Resources (OER). While the Lief Library's mission and collection policies are focused on undergraduate instruction, it is part of the CUNY-wide library, with support for faculty research provided by multiple inter-library loan and e-sharing systems. Of particular note is the Manhattan Research Library Initiative (MARLI), a joint borrowing program with NYU, Columbia University, and the Research Collections of the New York Public Library. The Department is fortunate to have an excellent working relationship with the staff of the Lief Library, in particular with Professor Janet Munch, the Archives and Special Collections librarian.

Our primary resource needs have already been highlighted throughout this Self-Study Report: support for changes to the graduate program, a replacement hire for our Latin American History line, and an experienced Department Secretary. With that support we feel we can continue to serve the missions of CUNY, Lehman College, and the History Department for years to come.

APPENDIX I: History Course Offerings This Semester (Spring 2023)

Introductory classes (i.e. not for credit in the History major)

AMS 111: American Culture: Value & Traditions (fulfills Pathway Flexible Core: U.S. Experience in Its Diversity)

HIS (LTS) 212: History of Puerto Rico (fulfills Pathway Flexible Core: World Cultures and Global Issues)

HIS (LTS) 225: History of the Dominican Republic (fulfills Pathway Flexible Core: World Cultures and Global Issues)

HIS 239: The Ascent of Man (fulfills Pathway Flexible Core: Scientific World)

HIS 240: East Asian Civilization (fulfills Pathway Flexible Core: World Cultures and Global Issues)

HIS 241: Early Modern Europe, 1400–1815 (fulfills Pathway Flexible Core: World Cultures and Global Issues)

HIS 242: Contemporary European History (fulfills Pathway Flexible Core: World Cultures and Global Issues)

HIS 243: Foundations of the United States (fulfills Pathway Flexible Core: U.S. Experience in Its Diversity)

HIS 244: Modern United States History (fulfills Pathway Flexible Core: U.S. Experience in Its Diversity)

HIS (AAS) 245: History of African Americans (fulfills Pathway Flexible Core: U.S. Experience in Its Diversity)

HIS 246: Civilizations of the Ancient World (fulfills Pathway Flexible Core: World Cultures and Global Issues)

HIS 247: Medieval Civilization (fulfills Pathway Flexible Core: World Cultures and Global Issues)

HIS (MES) 249: Islamic Civilization (fulfills Pathway Flexible Core: World Cultures and Global Issues)

HIS 250 (LAC 269): Understanding History (History of Latinos in the U.S.)

HIS 250 (PHI 242): Understanding History (History of Philosophy: Ancient)

HIS 250 (PHI 243): Understanding History (History of Philosophy: Modern)

HIS (LAC) 266: Introduction to Latin America and the Caribbean I (fulfills Pathway Flexible Core: World Cultures and Global Issues)

HIS (LAC) 267: Introduction to Latin America and the Caribbean II (fulfills Pathway Flexible Core: World Cultures and Global Issues)

HIS (LAC) 268: History of Mexico

HIS (WST) 354 Black Panther Women and Gender Politics

HIS 2370: Pirates: A Global History of Law and Commerce

Upper-level classes (History major credit)

HIA: Ancient Civilization and Medieval Civilization

HIA (WST) 311: Women in Antiquity

HIA 314: Classical Myth and Society

HIA 321: History of Rome

HIA 350: Topics in Ancient and Medieval History

HIE: History of Modern Europe

HIE 304: Society and Culture in Renaissance Italy

HIE 314: Europe in the Twentieth Century

HIE 343: The Holocaust

HIS: Special and Comparative Historical Topics

HIS 328: The Military History of World War I

HIS 350: Topics in Comparative History (History of Popular Music in Britain and North America)

HIS 350: Topics in Comparative History (History and Historical Sociology)

HIS 350 (LTS 309): Topics in Comparative History (Mexican Migration to the U.S.)

HIS 350 (DTS 365): Topics in Comparative History (Globalization and Africa)

HIS 350 (LAC 360): Topics in Comparative History (Middle Eastern Cinema)

HIS 351 (AAS 352): Topics in African History, Politics, and Society (The Black Panther Party)

HIS 351 (AAS 352): Topics in African History, Politics, and Society (African Women's Leadership in Transnational Perspective)

HIU: History of the United States

HIU 304: The Era of the American Revolution, 1763–1789

HIU 310: The Gilded Age and the Progressive Era, 1877–1914

HIU 314: The United States from World War I through World War II, 1914–1945

HIU 319: The United States and the Vietnam War

HIU (AAS) 330: The Civil Rights Movement

HIU 336: American Religious History

HIU (AAS) 340: History of African American Women

HIU 348: History of New York: City and State

HIU 350: Topics in American History (America in the 2000s)

HIU (AAS) 354: Black Panther Women and Gender Politics

HIW: History of Asian, Latin American, and Non-Western Civilizations

HIW (MES) 350: Topics in Non-Western History (Middle Eastern Cinema)

HIW 350: Topics in Non-Western History (Mexican Migration to the U.S.)

HIW 350: Topics in Non-Western History (Globalization and Africa)

APPENDIX II: Learning Goals and Objectives

Undergraduate

Students will...

A. Citation

1. Demonstrate the ability to distinguish between appropriate and inappropriate source materials.
2. Incorporate ideas from sources
3. Avoid plagiarism and state in their own words why it is wrong.
4. Cite sources as appropriate in the format indicated on the History Department style sheet (available on our website).

B. Critical Thinking

1. Describe historical events from multiple perspectives.
2. Formulate, sustain, and justify a historical argument using original ideas.
3. Support arguments with historical evidence drawn from primary and secondary sources.
4. Place historical arguments into a larger scholarly narrative.
5. Analyze a primary source of medium difficulty. “Analyze” means to describe its biases and situate it in a historical context.

C. Information Literacy in Historical Research

1. Frame research questions.
2. Access appropriate primary and secondary sources.
3. Assess the reliability of sources and evaluate their content.
4. Use sources to contextualize historical events and describe change over time.
5. Produce written evidence of research competence.

D. Content Knowledge

1. Demonstrate capacity to identify and critique arguments in each of three different subfields: (1) the Ancient World and Europe; (2) Africa, Asia, Caribbean, Central and South America, or the Middle East; and (3) the United States.
2. Explain the significance of people, documents and events in each of three subfields: (1) the Ancient World and Europe; (2) Africa, Asia, Caribbean, Central and South America, or the Middle East; and (3) the United States.
3. Demonstrate professional preparation sufficient to pursue teaching certification in New York should they so choose and demonstrate readiness for graduate school should they choose to apply.

Graduate

A. Historiography

1. In formal papers and oral presentations, analyze the culturally and politically constructed nature of individual and group identities in specific historical contexts, with particular attention given to the idea of change over time.
2. Students will describe different approaches to the study of history
3. Within each student's subfield or area of specialization, students will recognize and critique historiographical approaches in works of historical scholarship, in curriculum, and in debates in the world today.

B. Demonstrate Historical Knowledge:

1. Demonstrate comprehensive knowledge of a field of history determined in discussion with two members of the faculty
2. Distinguish political, cultural, economic, and social approaches to the study of history, evaluate the different ways they might be applied to different contexts, and appraise the strengths and weaknesses of each.

C. Information Literacy in Historical Research

1. Locate primary sources relevant to a given research question, identify the time period a given source was produced, describe its author, genre, and likely biases.
2. Use sources as evidence to support arguments as appropriate to one's own research.
3. Cite sources according to History Department guidelines.

APPENDIX III:
Selected Publications and Scholarly Activities of Full-Time Faculty

Timothy Alborn

Ph.D. Harvard University, 1991
Academic Interests: British
History, History of Business,
History of Science



Selected Publications:

Books:

Misers: British Responses to Extreme Saving, 1700–1860. London: Routledge, 2022.

All that Glittered: Britain’s Most Precious Metal from Adam Smith to the Gold Rush. Oxford: Oxford University Press, 2019.

Regulated Lives: Life Insurance and British Society, 1840–1920. Toronto: University of Toronto Press, 2009.

Conceiving Companies: Joint-Stock Politics in Victorian England. London: Routledge, 1998.

Chapters in Books, Articles in Peer Reviewed Journals, Essays:

“Taxing Journeys: British Life Insurance and the White Man’s Burden, 1840–1914,” in *Risk and the Insurance Business in History*, Jerònia Pons and Robin Pearson, eds. Madrid: Fundación Mapfre, 2020: 41–60.

“The Greatest Metaphor Ever Mixed: Gold in the British Bible, 1750–1850.” *Journal of the History of Ideas*, 78 (2017): 427–447.

“King Solomon’s Gold: Ophir in an Age of Empire.” *Journal of Victorian Culture*, 20 (2015): 491–508.

“An Irish El Dorado: Recovering Gold in County Wicklow,” *Journal of British Studies*, 50 (2011): 359–380.

“Money’s Worth: Morality, Class, Politics,” in *The Victorian World*, Martin Hewitt, ed. London: Routledge, 2011: 209–224.

“An Irish El Dorado: Recovering Gold in County Wicklow,” *Journal of British Studies*, 50 (April 2011): 359–380.

“Dirty Laundry: Exposing Bad Behavior in Life Insurance Trials, 1830–1890,” in *Spurious Issues: Legitimacy in Law, Literature, and History, 1680–1900*, Margot Finn, Michael Lobban, and Jenny Bourne Taylor, eds. London: Palgrave Macmillan, 2010: 148–172.

“Capital/Credit,” in *Speed Limits*, Jeffrey Schnapp, ed. Milan: Skira, 2009: 114–21.

“Economics and Business.” in *The Cambridge Companion to Victorian Culture*, Francis O’Gorman, ed. Cambridge: Cambridge University Press, 2009: 61–79.

“Quill-driving: British Life Insurance Clerks and Occupational Mobility, 1800–1914,” *Business History Review*, 82 (2008): 31–58.

- “Normal Bodies, Normal Prices: Interdisciplinarity in Victorian Life Insurance,” *Romanticism and Victorianism on the Net*, 49 (February 2008): <https://doi.org/10.7202/017854ar>.
- “A License to Bet: Life Insurance and the Gambling Act in the British Courts,” *Connecticut Insurance Law Review*, 14 (2007–8): 1–20.
- “Empires,” in *Encyclopedia of Globalization*, Roland Robertson and Jan Aart Scholte, eds. New York: Routledge, 2007: 377–381.
- Articles on Sir John Lubbock (Lord Avebury), Sir John William Lubbock, and Joseph Fletcher in *The New Dictionary of National Biography*. Oxford: Oxford University Press, 2004.
- Articles on business and corporate structure, the census, empire, gold rushes, gold standard, insurance, and railways, in *Encyclopedia of the Victorian Era*, James Eli Adams, ed. Danbury, CT: Grolier Academic Reference, 2004.
- Entries on James W. Gilbert and James Wilson, in *The Biographical Dictionary of British Economists*. Bristol, UK: Thoemmes Press, 2004.
- “‘A Useful Lesson of Contentment’: Pedagogies of Failure in Mid-Victorian Market Culture,” in *Worlds of Political Economy: Knowledge and Power in the Nineteenth and Twentieth Centuries*, Martin Daunton and Frank Trentmann, eds. London: Palgrave Macmillan, 2004: 95–114.
- “Postnational Insurance on the Eve of Destruction,” *Connecticut Insurance Law Review*, 10 (2003): 73–101.

Reviews:

- Review of Thomas A. Stapleford, *The Cost of Living in America: A Political History of Economic Statistics, 1880-2000*, in *Isis*, 101 (2010): 669–670.
- Review of James Taylor, *Creating Capitalism: Joint-Stock Enterprise in British Politics, 1800-1870*, in *Victorian Studies*, 50 (2007): 147–49.
- Review of H.V. Bowen, *The Business of Empire: The East India Company and Imperial Britain, 1756-1833*, in *Journal of Economic History*, 67 (2007): 254–56.
- Review of Jo Anne Yates, *Structuring the Information Age: Life Insurance and Technology in the Twentieth Century*, in *Journal of Interdisciplinary History*, 37 (2007): 482–84.
- Essay Review: “Were the Victorians ever Modern?,” essay review of Richard Price, *British Society 1680-1880*, in *Journal of Victorian Culture*, 11 (2006): 154–60.
- Review of Robin Pearson, *Insuring the Industrial Revolution*, in *Business History Review*, 79 (2005): 442–44.
- Review of Simon Cordery, *British Friendly Societies, 1750-1914*, in *Victorian Studies*, 47 (2004): 104–5.
- Review of Tom Baker and Jonathan Simon, *Embracing Risk: The Changing Culture of Insurance and Responsibility*, in *Journal of Interdisciplinary History*, 33 (2003): 602–4.

Works Forthcoming or in Progress:

- British Shareholder Meetings in the Long Nineteenth Century* (forthcoming, Routledge, 2023). Source book with editorial introductions.
- “Alchemy and the Victorians” (journal article).

Academic Recognition:

Awards and Honors:

- National Endowment for the Humanities, “Extending the Reach” Fellowship, Spring 2001.
- American Council of Learned Societies, Charles Ryskamp Fellowship, 2004–2005.

Invited Lectures and Plenary Presentations:

- “The Ethics of Information and the Perils of Mutualism,” keynote address, workshop on Insurance and Society, Max Planck Institute for the Study of Societies, Cologne, Germany, Online, June 2021.
- “Colonial Hubris: British Efforts to Discover Gold in India, 1830–1890,” Nineteenth Century Studies Association conference on “Discovery.” Online, March 2021.
- “Taxing Journeys: British Life Insurance and the White Man’s Burden, 1840–1914.” Risk and the Insurance Business in History. Seville, Spain, June 2019.
- “Alchemy and the Victorians.” CUNY Victorian Studies Seminar, April 2018.
- “On and Off Crusoe’s Island: Valuing Gold in Britain, 1770–1850.” Invited Talk, European History and Politics Workshop, Columbia University, October 2017.
- “Before the Gold Rush: Mining and Informal Empire in Britain, 1819–1849.” North American Conference on British Studies, Washington, DC, November 2016.
- Invited Panelist. The Social, Legal, and Political Life of Money. Heyman Center, Columbia University, May 2015.
- “King Solomon’s Gold: Ophir in an Age of Empire.” Gold in/and Art, University of Toulouse, September 2014.
- “Stipendiary States: British Military Subsidies, 1750–1815,” American Society for Eighteenth-Century Studies annual conference, Williamsburg, VA, March 2014.
- “Following the Money: Bullion Supplies and the Fate of ‘Mercantilism’ in the Nineteenth Century.” Mercantilism through the Ages, Columbia University, November 2013. Book Prize Roundtable (Plenary Panelist), North American Victorian Studies Association annual conference, Pasadena, CA, October 2013.
- “ ‘A Real Salvation Army’: Late-Victorian Insurance Salesmen in and Out of Uniform.” Invited Talk, Cultivating the Economy: Literature, Politics, Economics, 1870–1940, Columbia University, May 2013; also delivered at the Victorian Studies conference on “Wealth, Poverty and the Victorians,” Leeds, UK, July 1999.
- “Teaching 1874.” Plenary panel on pedagogy at the Northeast Victorian Studies conference, Boston, April 2013.
- “The Strange Death of Mercantilist England: Gold and Protectionism, 1815–1846.” Columbia University Seminar on Economic History, December 2012.
- “Swallowing Gold: New-World Bullion and Anglo-Indian Trade, 1700–1820.” North American Conference on British Studies, Denver, November 2011.
- “Three Futures of British Life Insurance, 1800–1920: Statistics, Medicine, and Melodrama.” Invited lecture, Centre de Recherches Historiques, Paris, April 2011.
- “Gold and the British Global Imagination.” The Global Nineteenth Century, University of California, Riverside, October 2010.
- “Retrospecting: Seeking Gold in Online Databases,” North American Conference on British Studies, Louisville, KY, November 2009.
- “The Perverse Economics of Life Insurance Insolvency in Nineteenth-Century England,” invited lecture, Wharton School of Business, Boston, MA, October 2009.
- “An Irish El Dorado: The Victorian Rediscovery of Gold in County Wicklow,” plenary address at the Conference on “Victorian Disruptions,” University of South Carolina, Columbia, SC, October 2008.

“Fraudulent Self-Murder: Contesting Suicide Claims in Victorian Life Insurance,” North American Conference on British Studies, San Francisco, CA, November 2007.
 “Life Insurance and Multiple Modernities in the Nineteenth Century,” Center for Humanities at Temple, Philadelphia, PA, October 2007.
 Mellon conference on Economic Modernization, Yale University, New Haven, CT, September 2007.



Martin Burke

Ph.D. University of Michigan, 1987

Academic Interests: American intellectual and cultural history, modern Ireland

Research: Eighteenth- and nineteenth-century American intellectual and cultural history, history of the social sciences, history of religion

Selected Publications:

Books:

Why Concepts Matter: Translating Political and Social Thought. Ed. with Melvin Richter Leiden: Brill, 2010.

Dermot MacMurrough; or, the Conquest of Ireland. By John Quincy Adams. New Edition and Introduction. Washington, D.C.: Maunsel Press, 2003.

The Conundrum of Class: Public Discourse on the Social Order in America. Chicago: University of Chicago Press, 1995.

Chapters in Books, Articles in Peer Reviewed Journals, Essays:

“An Intellectual Redescription: Revisiting Kari Palonen’s *Quentin Skinner*,” in *In Debate with Kari Palonen: Concepts, Politics, Histories*, Claudia Wiesner, Evgeny Roschin, and Marie-Christine Boilard, eds. Baden-Baden: Nomos, 2014: 25–30.

“Why Should We Listen to Mathew Carey?” *Early American Studies*, 11 (2013): 582–589.

“Symposium: On Quentin Skinner, from Methods to Politics,” *The Journal of the History of Ideas*, 73(1)(2012): 69.

“Margins, Methods, and the Historiography of Concepts,” in *Translatio Studiorum: Ancient, Medieval, and Modern Bearers of Intellectual History*, Marco Sgarbi, ed. Leiden: Brill, 2012: 237–251.

“Irish-American Publishing”; “Irish-American Book Collections,” in *The Oxford History of the Irish Book*, vol. 4, James Murphy, ed. Oxford: Oxford University Press, 2010: 98–114; 298–304.

“Histories of Ideas and Histories of Concepts,” *Archiv für Begriffsgeschichte*, Sonderheft 7 (2010): 149–167.

- “Doing Conceptual History in a Digital Age,” in *Begriffs-, Problem- und Ideengeschichte im digitalen Zeitalter*, Ricardo Pozzo and Marco Sgarbi, eds. Wolfenbüttel: Herzog August Bibliothek, 2009: 81–92.
- “Geertz’s Influence on Intellectual Historians,” *Historically Speaking*, 8 (2007): 40.
- “História Conceitual Nos Estados Unidos: A Falta De Um ‘Projeto Nacional,’” in *Historia Conceitual: Diálogos Transatlânticos*, João Feres Jr. and Marcelo G. Jasmin, eds. Rio de Janeiro: Editora PUC-Rio, 2007: 264–279.
- “Intellectuals and Anti-Intellectualism in Twentieth-century American Public Discourse,” *Intellectual News*, (2006): 88–97.
- “Conceptual History in the United States: a Missing National Project,” *Contributions to the History of Concepts*, 2 (2005): 127–155.
- “The Encyclopédie” and “Learned Societies,” in *Encyclopedia of the New American Nation*. New York: Scribner’s, 2005.
- “Explaining or Evading Change in Early American Cultural History,” in *Change and Cultural History*, Niall O’Ciosain, ed. Dublin: University College Dublin Press, 2005: 107–120.
- “Social History U.S.,” in *The New Dictionary of the History of Ideas*. New York: Scribner’s, 2004: 2225–2226.
- “‘Papistes’ ou ‘catholiques’? ‘Papisme’ ou ‘catholicité’? Terminologie confessionnelle et culture politique en Irlande et aux Etats-Unis à la fin du 18^e et début du 19^e siècle,” *Revue Dix-Huitième Siècle*, 34 (2002): 419–433.
- “The Social Construction of Reality,” in *Encyclopedia of American Cultural and Intellectual History*. New York: MacMillan, 2000: 248–257.

Works Forthcoming or in press:

- What is Conceptual History?*, with Margrit Pernau, Jan Ifversen, and Helge Jordheim. (in progress).
- “Excavating and Explaining the ‘Political’,” *Journal of the History of Ideas*, 82 (forthcoming).
- “Signs of the Cross: Protestants, Catholics and Constructions of Religious Identities in America.”

Academic Recognition:

Awards and Honors:

- Edsitement Grant, National Endowment for the Humanities/CUNY, 2005–2007.
- U.S. History Initiative Grant, “We the People,” National Endowment for the Humanities/CUNY, 2004–2006.
- “Teaching American History” Grant, U.S. Department of Education, 2004–2007.
- Faculty Development Grant, CUNY/U.S. Department of Education, 2003.
- Research Grant, Folger Institute, 2003.
- George Shuster Fellowship, Lehman College, 2000.
- Feliks Gross Distinguished Research Award, The City University of New York, 1999.
- Research Fellow, Gilder Lehrman Institute of American History, 1999.
- PSC-CUNY Research Awards, 1998–99; 1999–2000; 2000–01; 2001–02; 2002–03; 2003–04; 2004–05.

Invited Lectures and Plenary Presentations:

- “Wissensgeschichte, Begriffsgeschichte and ‘Big History’,” Centre for Intellectual History, Helsinki University, 2022.
- “Global Conceptual History: Projects, Prospects and Problematics,” Centro de Estudios Históricos, El Colegio de México, 2022.

- “Going Global? Intellectual History and Conceptual History in the Twentieth Century,” Universidad Nacional de San Martín, Buenos Aires, 2019.
- “Reading Rousseau’s Readers in Ibero-America,” Conference on “Interdisciplinarity: Conceptual Explorations,” Universidad de Málaga, 2018.
- “Histories of Concepts and the Histories of Knowledge,” Centre for Intellectual History, Helsinki University, 2018.
- “Historicizing Concepts, Ideas and Ideologies,” Centro de Estudios Históricos, El Colegio de México, 2018.
- “The ‘Cambridge School’ in Context,” Center for Intellectual History, Helsinki University, 2017.
- “Begriffsgeschichte, Intellectual History and Conceptual History,” Centro de Estudios Históricos, El Colegio de México, 2017.
- “Elías Palti on Power and the ‘Political’,” Center for Latin American Studies, Columbia University, 2017.
- “Social History, Historical Geography, and Historical Theory,” Roundtable on Robert C.H. Sweeny’s *Why Did We Choose to Industrialize?* Social Science History Association, 2016.
- “The Pasts and Futures of Conceptual History,” Centre for Intellectual History, Helsinki University, 2016.
- “What is Conceptual History?” Centro de Estudios Históricos, El Colegio de México, 2016.
- “Making Early Modern Studies Irish: Engaging with the Work of Nicholas Canny,” Renaissance Society of America, 2016 (chair).
- “Histories of Concepts and Histories of Emotions,” New York University, 2015.
- “Coda: On Conceptual History,” Conference on “Multi-, Inter-, Pluri-: Languages, Cultures and Identities in Complex Societies,” West University, Timișoara, 2015.
- “Open Access Policies, U.K. Authors, and American-based Journals,” Conference of Historical Journals, American Historical Association, 2015.
- “Histories of Concepts and Histories of Print,” Conference on “Communicating Concepts—Conceptualizing Communication,” University of Bielefeld, 2014.
- “Religious Fault Lines and State Interventions,” Conference on “Charting New Historical Trajectories,” CUNY Graduate Center, 2014 (commentator).
- “Open Access and Historical Journals,” Conference of Historical Journals, American Historical Association, 2014.
- “The New World as an Object of Study,” Conference on “Travel, Science and the Question of Observation,” Columbia University, 2013 (chair).
- “The Digital Atlas of American Religion,” Social Science History Association, 2013 (commentator).
- “Dos and Dont’s When Working with Journals,” Workshop on Publishing in Historical Journals, CUNY Graduate Center, 2013.
- “Material Texts and Contexts,” Society for the History of Authorship, Reading and Publication, 2013 (chair).
- “The History of Concepts and Print Culture,” Aarhus University, 2013.
- “Meet the Editors: a Workshop with History Journal Editors,” American Historical Association, 2013.
- “New Histories of Capitalism,” Social Science History Association, 2012 (commentator).
- “The History of Concepts and the History of Philosophy,” Helsinki University, 2012.
- “Towards a Conceptual History of Eastern and Central Europe,” West University, Timișoara, 2012.

- “The Careys and the Leas: Three Generations of Philadelphia Bookmen,” Franklin Inn Club, Philadelphia, 2012.
- “Open Access, Peer Review and the Future of Historical Journals,” American Historical Association, 2012.
- “The Careys of Philadelphia and the Careys of Dublin,” Trinity College, Dublin, 2011.
- “Why Should We Listen to Mathew Carey?” Library Company of Philadelphia, 2011.
- “Making Sense of the American ‘Founding’,” University of São Paulo, 2011.
- “The Past, Present and Futures of Conceptual History,” National University of Argentina, Buenos Aires, 2011.
- “The Annals of Tir-na-Nog: Publishers and Publishing in Nineteenth-Century Irish America,” Columbia University Seminar in Irish Studies, 2011.
- “Historical Journals in a Post-Paper Age?” American Historical Association, 2011.
- “The métier d’historien? J.G.A. Pocock on Historical Methods,” Symposium on Barbarism and Religion, City University of New York, 2010.
- “Anti-Popery and American Political Culture,” International Research Network on Anti-Catholicism, Rome, 2010.
- “Histories of Concepts and Histories of Ideologies,” Renvall Institute, Helsinki University, 2010.
- “A Decent Disrespect: the Opinions of Mankind and the Making of a Modern Republic,” United States Intellectual History Conference, New York, 2010 (chair and commentator).
- “*Begriffsgeschichte* and Beyond: Histories and Historians of Concepts in the Twenty-First Century,” The Historical Society, Washington, DC: 2010.
- “A Dialogue of Dissonance? John Patrick Diggins on John Adams,” United States Intellectual History Conference, The City University of New York, New York, NY, 2009.
- “Histories of Concepts, Histories of the Book and Sociologies of Knowledge,” Van Leer Jerusalem Institute for Advanced Study, Jerusalem, Israel: 2009.
- “Histories of Concepts and Histories of Ideas: From the Margins to the Center?” International Society for Intellectual History, University of Verona, Verona, Italy, 2009.
- “Conceptual History and Intellectual History in the Twenty-First Century,” Van Leer Jerusalem Institute for Advanced Study, Jerusalem, Israel, 2008.
- “An Embarrassment of Riches but a Paucity of Results: Doing the History of Concepts in a Digital Age,” Herzog August Bibliothek, 2008.
- “Plagiarism, Historical Journals and the Profession,” Panel chair and organizer, American Historical Association/ Conference of Historical Journals, Washington, DC: 2008.
- “1607 and Beyond: the Irish in an Atlantic World,” American Irish Teachers Association, New York, NY, 2007.

Joseph W. Dauben

Ph.D. Harvard University, 1972

Research Interests: History of Science,
History of Mathematics; the
Scientific Revolution; Sociology of
Science; Intellectual History, 17–
18th Centuries; History of Chinese
Science



Selected Publications:

Books and Monographs:

Fuzzy Logic and Mathematics: A Historical Perspective, with George J. Klir and Radim Bělohlávek. New York: Oxford University Press, 2017.

九章算術 *Nine Chapters on the Art of Mathematics. A Critical Edition and English Translation based upon a New Collation of the Ancient Text and Modern Chinese Translation*, with GUO Shuchun and XU Yibao. *Library of Chinese Classics*. Shenyang: Liaoning Education Press, 2013, 3 volumes.

康托尔: 家史和他的青年时代 (Cantor: His Family History and Youth), Zheng Yu-xin, trans. Nanjing: Nanjing University Press, 2013.

“算數書 *Suan shu shu* (A Book on Numbers and Computations). English Translation with Commentary,” *Archive for History of Exact Sciences* (Heidelberg: Springer Verlag), 62(2)(2008): 91–178.

鲁滨逊: 非标准分析创始人 *Lubinxun. Feibiaozhun fenxi chuangshiten* (Abraham Robinson: Creator of Nonstandard Analysis), Wang Qian, trans. Beijing: Science Press, 2005.

Writing the History of History of Mathematics (an Historiography Project of the International Commission on History of Mathematics), J. Dauben and C.J. Scriba, eds. Basel: Birkhäuser, 2002.

From China to Paris: 2000 Years of Mathematical Transmission. Proceedings of a Conference Held at the Rockefeller Foundation Research and Conference Center, Bellagio, Italy, May, 2000, J. Dauben, Y. Dold-Samplonius, M. Folkerts, and Benno van Dalen, eds., in *Boethius*. Stuttgart: Steiner Verlag, 2002.

The History of Mathematics from Antiquity to the Present, J.W. Dauben, ed. NY: Garland Press, 1985; rev. ed., Albert Lewis, ed., CD-ROM version, Providence, RI: The American Mathematical Society, 2000.

States of the Art. Flores quadrivii: Studies in Honor of Christoph J. Scriba, J. Dauben, Menso Folkerts, Eberhard Knobloch, and Hans Wußing, eds. San Diego: Academic Press, 1996.

Abraham Robinson. *The Creation of Nonstandard Analysis, A Personal and Mathematical Odyssey*. Princeton: Princeton University Press, 1995; paperback ed., 1998.

The Intersection of History and Mathematics, J. Dauben, Chikara Sasaki, and Mitsuo Sugiura, eds. Basel: Birkhäuser, 1994.

康托尔: 家史和他的青年时代 *Kangtuoer: Jiashi he ta de qingnian shidai* (Cantor: His Family History and Youth), abridged Chinese translation of [Dauben 1979] by Zheng Yu-xin. Nanjing: Nanjing University Press, 1989.

- History and Philosophy of Science: Selected Papers. Annals of the New York Academy of Sciences*, 412, J. Dauben and V.S. Sexton, eds. New York: The New York Academy of Sciences, 1983.
- Mathematical Perspectives: Essays on Mathematics and its Historical Development* (Festschrift in Honor of Kurt-R. Biermann), J.W. Dauben, ed. New York: Academic Press, 1981.
- Festschrift in Honor of Erwin Hiebert*, J.W. Dauben, ed. *Historia Mathematica*. New York: Academic Press, 1980.
- Georg Cantor: His Mathematics and Philosophy of the Infinite*. Cambridge, MA: Harvard University Press, 1979. Reprinted with a paperback edition by Princeton University Press, 1990.

Chapters in Books, Articles in Peer Reviewed Journals, Essays (since 2010):

- “Peirce on Abduction and Diagrams in Mathematical Reasoning,” with Gary J. Richmond and Jon Alan Schmidt. In *Handbook of Cognitive Mathematics*, Marcel Danesi, ed. Cham, Switzerland: Springer Nature Switzerland AG, 2022: 1209–1242.
- “Anachronism and incommensurability: words, concepts, contexts, and intentions.” In *Anachronisms in the History of Mathematics. Essays on the Historical Interpretation of Mathematical Texts*. (Proceedings of the 2018 Bacon Conference, Caltech). Niccolò Guicciardini, ed. Cambridge, UK: Cambridge University Press, 2021: 307–357.
- “History and Background—How Our American Burial Traditions Emerged,” Chapter 1 in *The Future of the Corpse: Changing Ecologies of Death and Disposition*. Karla Rothstein and Christina Staudt, eds.. Santa Barbara, CA: ABC-Clio, 2021: 1–28.
- “The Evolution of Mathematics in Ancient China. From the newly discovered 數 *Shu* and 算數書 *Suan shu shu* Bamboo Texts to the *Nine Chapters on the Art of Mathematics*. X Seminário Nacional de História da Matemática,” *Revista Brasileira de História da Matemática — an international journal on the History of Mathematics* 19 (37) (2020): 25–78.
- “Speaking About the Unspeakable: The Seminar on Death (#507)” (with John Kiernan and Christina Staudt), in *A Community of Scholars. 75 Years of the University Seminars at Columbia*, Thomas Vinciguerra, ed. New York, NY: Columbia University Press, 2020: 132–148.
- “Math at the Met” (with Marjorie Senechal), *The Mathematical Intelligencer* 37 (3) (September 2015): 41–54. Selected by Princeton University Press for its anthology: *The Best Writing on Mathematics 2016*, Mircea Pitici, ed. Princeton, NJ: Princeton University Press, 2017: 155–186.
- “Personal Reflections on Dirk Jan Struik,” in *A Richer Picture of Mathematics. The Göttingen Tradition and Beyond*, David E. Rowe, ed. Cham, Switzerland: Springer Nature, 2017: 445–451.
- “Uncertainty and Inexactness in Set Theory: Georg Cantor’s Discovery of the Paradoxes of Transfinite Numbers,” in *(Un)certainity and (In)exactness: Proceedings of the 1st CLE Colloquium for Philosophy and History of Formal Sciences (CLE4Science)*, Fábio Bertato, ed. Campinas, Brazil: Coleção CLE, 2016: 1–33.
- “由考古發現看中國古代數學的演化” *You kaogu faxian kan zhongguo gudai shuxue de yanhua* (Evolution of Ancient Chinese Mathematics Based on Recent Archaeological Excavations). 林倉億 Lin Cang-Yi, trans. 数理人文 *Shuli renwen* (Mathematical Sciences and Culture), 8(2016): 54–66.

- “Notes on the Beida Mathematical Document 《陈起》篇: Preliminary Thoughts and Reflections,” in 韩巍 HAN Wei and 邹大海 ZOU Dahai, “北大秦简《鲁久次问数于陈起》今译_图版和专家笔谈” (Modern Chinese Translation, Photographs, and Expert Commentaries on an Excerpt from the Qin Dynasty Bamboo Strips Preserved at Peking University: “Lu Jiuci Asks Chen Qi About Numbers”), 自然科学史研究 *Ziranhexue shi yanjiu* (Studies in the History of Natural Sciences) 34 (2) (2015): 260–266.
- “In Memoriam: Ivor Grattan-Guinness (June 23, 1941–December 12, 2014)” (with Niccolò Guicciardini, Albert C. Lewis, Karen Hunger Parshall, and Adrian C. Rice), *Historia Mathematica* 42 (4) (2015): 385–406.
- “Éloge: Ivor Grattan-Guinness (23 June 1941–12 December 2014)” (with Karen Hunger Parshall), *Isis* 106 (4) (2015): 875–879.
- “Mathematics Education in Modern China” (with Xu Yibao), in *Handbook on the History of Mathematics Education*, Alexander Karp and Gert Schubring, eds. (Heidelberg: Springer-Verlag, 2014): 361–375.
- “The History of Mathematics Education in North America to 1800” (with Karen Hunger Parshall), in *Handbook on the History of Mathematics Education*, G. Schubring and A. Karp, eds. Heidelberg: Springer-Verlag, 2014: 175–185.
- “The Evolution of Mathematics in Ancient China: From the Newly Discovered *Shu* and *Suan shu* Bamboo Texts to the *Nine Chapters on the Art of Mathematics*,” *Notices of the International Congress of Chinese Mathematicians*, 2(2)(December, 2014): 24–51.
- “Christoph J. Scriba, 1929–2013,” *Isis*, 105(4)(2014): 819–824.
- “Matematica ed ideologia: la politica degli infinitesimali,” Davide Spagnoli, trans. *Dianoia. Rivista di filosofia del Dipartimento di Filosofia e Comunicazione dell'Università di Bologna* 19 (2104): 229–278.
- “Matematica ed Ideologia: La Politica degli Infinitesimali,” Davide Spagnoli, trans. *Matematicamente.it Magazine* 22 (May, 2014): 29–60.
<http://www.matematicamente.it/magazine/22maggio2014/206-Daube-Politica-infinitesimali.pdf>
- “Research Ethics,” Chapter 5 in *The Human Microbiome. Ethical, Legal and Social Concerns*, Rosamond Rhodes, Nada Gligorov, and Abraham Paul Schwab, eds. New York: Oxford University Press, 2013: 128–181.
- “九章算術 *Jiu zhang suan shu* (Nine Chapters on the Art of Mathematics)—An Appraisal of the Text, its Editions, and Translations,” *Sudhoffs Archiv*, 97(2)(2013): 199–235.
- “Foreword” for *Mr. Science and Chairman Mao’s Cultural Revolution*, Nancy Wei and Darryl E. Brock, eds. Lanham, MD: Lexington Books, 2012: xi–xxxii.
- “Maps, Space and Place: Mathematics, Land Surveying and Cartography from the Maps at Fangmatian and Mawangdui to Matteo Ricci’s Mappa Mundi,” 海洋、空間意識與文化交會—第二屆輿圖學國際學術研討會 *Haiyang, kongjian yishi yu wenhua jiaohui di'er jie yu tuxue guoji xueshu yantaohui* (Oceans, Consciousness of Space and Cultural Interflow. The Second International Symposium of Cartography). Taipei: Academia Sinica, 2012: 1–22.
- “Modern Mathematics in China: The Role of Scientific Exchanges East and West; From the Jesuits and Matteo Ricci to the Cultural Revolution,” 東西科技的對話: 國際研討會 *Dongxi keji de duihua: guoji de yantaohui* (Dialogues between East and West Science and Technology: International Workshop). Hsinchu: National Tsinghua University, 2012: 1–52.
- “Personal Reflections on Dirk Jan Struik,” *The Mathematical Intelligencer*, 33(2)(2011): 36–41.

“De Minimis Risk: A Proposal for a New Category of Research Risk,” with Rosamond Rhodes, *et al. The American Journal of Bioethics*, 11(11)(2011): 1–7.

“Beginnings of Modern Mathematics in India,” with Rohit Parikh, *Current Science*, 99(3)(10 August 2010): 300–322.

Essay Reviews (since 2010):

Review of *Le calendrier chinois: structure et calculs (104 av. J.-C.-1644). Indétermination céleste et réforme permanente. La construction chinoise officielle du temps quotidien discret à partir d'un temps mathématique caché, linéaire et continu* by Jean-Claude Martzloff, in *EASTM* (East Asian Science, Technology, and medicine), 33(2011): 90–114.

Review of *Naming Infinity. A True Story of Religious Mysticism and Mathematical Creativity* by Loren Graham and Jean-Michel Kantor, in *Historia Mathematica*, 39(3)(2012): 341–346.
<http://www.sciencedirect.com/science/article/pii/S0315086011000723>

Review of *The Emperor's New Mathematics. Western Learning and Imperial Authority During the Kangxi Reign (1662–1722)* by Catherine Jami, in *Sino-Western Cultural Relations Journal*, 34(2012): 70–81.

Review of *Heavenly Numbers. Astronomy and Authority in Early Imperial China* by Christopher Cullen, in *The British Journal for the History of Mathematics*, 35(3)(2020): 247–251.
https://www.bshm.ac.uk/sites/default/files/cullen_reva_31aug2019.pdf

Works Forthcoming or in press:

A Cultural History of Mathematics, series editor with David E. Rowe, a set of six volumes covering the cultural history of mathematics from antiquity to the present. London: Bloomsbury, in press, publication date late 2023.

A Cultural History of Mathematics in the Medieval Age, Joseph W. Dauben, Clemency Montelle, and Kim Plofker, eds. Volume 2 of *A Cultural History of Mathematics*, David E. Rowe and Joseph W. Dauben, eds., London: Bloomsbury, in press, publication date late 2023.

“Congratulating Professor Guo Shuchun on the Occasion of His 80th Birthday,” *Festschrift in Honor of Professor Guo Shuchun*, Guo Jinhai, Tian Miao, Zou Dahai, eds. Beijing: Institute for the History of Natural Sciences, publication date 2023.

“Liu Hui, Jia Xian, Yang Hui, and two problems in the *Nine Chapters on the Art of Mathematics*: inscribing squares and circles in given right triangles,” *Festschrift für Volker Peckhaus*, Ingolf May and Jens Lemanski, eds. *Historia Logicae*, in press, publication date 2023.

“Mathematics and Worldviews. Medieval Views of the World—in the Heavens and on Earth,” Chapter 4 in *A Cultural History of Mathematics in the Medieval Age*, Joseph W. Dauben, Clemency Montelle, and Kim Plofker, eds. London: Bloomsbury, in press: 158–184.

“Introduction,” with Clemency Montelle and Kim Plofker, in *A Cultural History of Mathematics in the Medieval Age*, Joseph W. Dauben, Clemency Montelle, and Kim Plofker, eds. London: Bloomsbury, in press: 15–53.

“Everyday Numeracy,” with Clemency Montelle and Kim Plofker, Chapter 1 in *A Cultural History of Mathematics in the Medieval Age*, Joseph W. Dauben, Clemency Montelle, and Kim Plofker, eds. London: Bloomsbury, in press: 54–81.

“Mathematics and Technological Change. Medieval Technology and its Role in the Development of Mathematics in the Middle Ages,” with Clemency Montelle and Kim Plofker, Chapter 6 in *A Cultural History of Mathematics in the Medieval Age*, Joseph W. Dauben, Clemency Montelle, and Kim Plofker, eds. London: Bloomsbury, in press: 218–248.

Academic Recognition:

Awards and Honors:

National Endowment for the Humanities, Younger Humanist Fellowship, American Academy in Rome, 1973–1974.

New York Academy of Sciences, Member, elected September 23, 1976.

Institute for Advanced Study, Princeton, Herodotus Fellowship, 1977–1978.

Phi Beta Kappa, elected a member of the Lehman College Chapter, Chi of New York, June 3, 1980.

Guggenheim Fellowship, 1980–1981.

New York Academy of Sciences, Fellow, elected December, 1980.

Académie internationale d'histoire des sciences, elected a Corresponding Member, November 9, 1984.

IREX Grant for Travel to and Lectures in the Soviet Union, October, 1985 (at the invitation of the Soviet Academy of Sciences).

Award for Excellence in Teaching, “Outstanding Teacher of the Year,” Herbert H. Lehman College, CUNY, 1986.

National Academy of Sciences Visiting Scholar Exchange Program with the People’s Republic of China (March-June, 1988) (in conjunction with the Academia Sinica, Beijing).

National Endowment for the Humanities, 3-year Fellowship, 1990–1992.

American Association for the Advancement of Science, elected a Fellow, February 19, 1990.

Académie internationale d'histoire des sciences, elected a “*Membre effectif*,” January 30, 1991.

Award for Outstanding Curriculum Design, Herbert H. Lehman College, CUNY, 1994.

Lehman College Foundation Award for Outstanding Research, 1998–2000.

American Council of Learned Societies, Senior Fellowship, 1998–1999.

Clare Hall, Cambridge University, Visiting Fellow, Michaelmas Term, 1999.

Clare Hall, Life Member, elected by the Board of Governors, January, 2000.

Rockefeller Foundation, Bellagio Conference Center Grant, for an International Conference on “Transmission of Mathematics,” May 8–12, 2000, Bellagio, Italy.

Deutsche Akademie der Naturforscher Leopoldina (Halle/Saale), elected a foreign member, 2001.

Honorary Professor, elected by the Institute for History of Natural Science of the Chinese Academy of Sciences, Beijing, China (November, 2002).

Zhu Kezhun Lecturer, Institute for History of Natural Science of the Chinese Academy of Sciences, Beijing, China (Spring, 2005).

Albert Leon Whiteman Memorial Prize for History of Mathematics, awarded by the American Mathematical Society, January 5, 2012, at the AMS Annual Meeting in Boston, Massachusetts, and conferred only once every four years in recognition of a career of outstanding contributions to the history of mathematics.

The Joseph H. Hazen Lecture, jointly sponsored by the History of Science Society and the New York Academy of Sciences. Invited to deliver the Hazen Lecture in April, 2016.

Invited Lectures and Plenary Presentations (a selection of presentations since 2017):

“In Praise of Mathematics in Ancient China: Works on Bamboo Strips and their Later Commentaries,” American Mathematical Society-Mathematical Association of America Annual Joint Mathematics Meetings, Special Session on History of Mathematics, Boston, MA, January 6, 2023.

- “Introduction to the Scientific Revolution and the Historiographical Significance of the ‘Needham Question’,” Invited Guest Lecture, Nankai University, Tianjin, People’s Republic of China, September 22, 2022 (Virtual)
- “Liu Hui, Jia Xian, Yang Hui, and two problems in the *Nine Chapters on the Art of Mathematics*: inscribing squares and circles in given right triangles,” ICHM Sponsored Symposium: Evolution of mathematics in China: major figures, anonymous contributors, and the giants among them,” 26th International Congress of History of Science and Technology, Prague, Czech Republic, July 29, 2021 (Virtual).
- “Marjorie, the Met, and Managing *The Intelligencer*,” invited presentation for a Special Program in Honor of Marjorie Senechal on the Occasion of her Retirement as Editor of *The Mathematical Intelligencer*, February 27, 2021 (Virtual).
- “The Students’ Lament: Three Multi-tasking Problems in the 算數書 *Suanshu shu*, a Western Han Dynasty Mathematical Work from Ancient China,” invited presentation for a Special Session on the History of Mathematics, Annual Joint Meeting of the American Mathematical Society and the Mathematics Association of America, January 9, 2021 (Virtual).
- “The Jesuits’ Failure to Transmit Western Mathematics, Astronomy, and Mathematical Perspective to China: Reflections on Matteo Ricci, Giuseppe Castiglione, Andreas Pozzo, and the Needham Question,” Universidad de Zaragoza, Facultad de Ciencias (Matemáticas), Zaragoza, Spain, September 19, 2019.
- “Social Components of the Scientific Revolution: Humanism, Social Change, Religious, Philosophical, and Commercial Considerations as Prerequisites for the Scientific Revolution. The Needham Question Reconsidered,” Third of three public lectures at the University of the Chinese Academy of Sciences, Yuquanlu campus, Beijing, July 5, 2019.
- “Copernicus, Kepler, Galileo, Newton, and Leibniz: Mathematics, Metaphysics, and Experimentation as Components of the Scientific Revolution,” Second of three public lectures at the University of the Chinese Academy of Sciences, Yuquanlu campus, Beijing, June 28, 2019.
- “Introduction to the Scientific Revolution and the Historiographical Significance of the ‘Needham Question’,” First of three public lectures at the University of the Chinese Academy of Sciences, Yuquanlu campus, Beijing, June 21, 2019.
- “Mathematics and the Movies,” Annual Meeting of the Chinese Society for the History Mathematics, Invited Plenary Lecture, Shanghai, May 11–12, 2019.
- “Wu Wen-tsun and Ancient Chinese Mathematics,” International Symposium on the Centenary of the Birth of Academician Wu Wen-tsun, Shanghai Jiao Tong University, May 9–10, 2019.
- “The Roots of Science and Philosophy in China, State of the Art,” XIIIth International Ontology Congress, Confucius Institute and Casa Asia, Barcelona, Spain, October 9, 2018.
- “The Jesuits’ Failure to Transmit Western Mathematics, Astronomy, and Mathematical Perspective to China: Reflections on Matteo Ricci, Giuseppe Castiglione, Andreas Pozzo, and the Needham Question,” Celebrating the 20th-Anniversary of the Pohle Colloquium, Adelphi University, October 3, 2018.
- “Right Triangles and Triangulations, Discoveries or Transmissions Across the Silk Routes?” Biennial Conference of the European Society for the History of Science, in conjunction with the British Society for the History of Science, Invited Symposium on “Cultures, Stars and Numbers: Intercultural Exchanges in East Asian Mathematics and Astronomy,” London, England, September 15, 2018.

- “Mathematics in China: Matteo Ricci, Giuseppe Castiglione, and Early Qing Dynasty Mathematicians and Artists,” Deutsches Museum—Montagskolloquium. Festkolloquium für Menso Folkerts, July 2, 1018.
- “Measuring Distances, Irrational Numbers, and Infinitesimals—the Dangers and Anachronisms of Misrepresenting texts from Ancient China to the works of Leibniz, Newton, Cantor, Euler, Cauchy, and Robinson.” International Conference on “Anachronism(s) in the history of mathematics,” 2018 Bacon Conference, Division of the Arts and Humanities, Caltech, Pasadena, CA, April 13–14, 2018
- “Mathematics and the Movies—Action and Reaction,” invited lecture for an international meeting, “Jornadas sobre Ciencia y Cine: Una relación bidireccional (Conference on Science and Cinema: A Bi-directional Relation), University of A Coruña, Spain, March 8–10, 2018.
- “The History of Chinese Mathematics: 60th Anniversary of the Founding of the IHNS (CAS), Beijing,” Invited Plenary Lecture, Special Interest Group of the Mathematical Association of America on the History of Mathematics, American Mathematical Society-Mathematical Association of America Annual Joint Mathematics Meetings, San Diego, CA, January 10, 2018.
- “The Peking University Mathematical Bamboo Document 鲁久次问数于陈起 (Lu Jiuci Asks Chen Qi About Mathematics). Global Significance of Rationales in Ancient Chinese Texts for Doing Mathematics,” Special Symposium of the International Commission on History of Mathematics, 25th International Congress of History of Science and Technology, Rio de Janeiro, Brazil, July 26, 2017.
- “The History of Chinese Mathematics—90th Anniversary of the Birth of 李迪 Li Di and the 60th Anniversary of the Founding of the IHNS (CAS), Beijing,” Institute of History of Science and Technology, Inner Mongolia Normal University, Huhhot, Inner Mongolia, PRC, June 9, 2017.
- “The History of Chinese Mathematics and the Founding of the Institute for History of Natural Science (CAS),” Opening Plenary Lecture, International Symposium on China and the World in the Global History of Science and Technology, Institute for History of Natural Science, Chinese Academy of Sciences, Beijing, PRC, May 30, 2017.
- “Rationales for Mathematics and its Significance in Recently-Excavated Bamboo Texts from Ancient China,” American Mathematical Society-Mathematical Association of America Annual Joint Mathematics Meetings, Special Session on History of Mathematics III, Atlanta, GA, January 5, 2017.



Rhiannon Dowling

Ph.D. University of California, Berkeley, 2017
Academic Interests: Russian history; history of crime and punishment.

Research: Social and cultural history of Russia and the Soviet Union; the international history of crime and punishment; the Soviet state's collapse and effects of cold war ideological conflict on global conceptions of justice; socialism and humanity; children's colonies in the two decades after the Russian Revolution.

Selected Publications:

Chapters in Books, Articles in Peer Reviewed Journals, Essays:

"Love and Other Legacies in Soviet Crime and Punishment," *Kritika: Explorations in Russian and Eurasian History*, Winter 2020: 173–187.

"Soviet Women in Brezhnev's Courts: 'The Case of Two Boys,' Gender, and Justice in Late Soviet Russia," *Russian History*, 43(2016): 30–59.

"No Total Totality: Forced Labor, Stalinism, and De-Stalinization," Translation of a Review Essay by Oleg Khlevniuk, *Kritika*, 16(4)(Fall 2015): 961–973.

"Communism, Consumerism and Gender in Early Cold War Film: The Case of Ninotchka and Russkii vopros," *Aspasia: International Yearbook of Central, Eastern, and Southeastern European Women's and Gender History*, 8(2013): 26–44.

Works in Progress:

The Soviet War on Crime: The Criminal in Society, 1953–1991.

Academic Recognition:

Awards and Honors:

Association for Slavic, East European, and Eurasian Studies (ASEEES) Robert C. Tucker/Stephen F. Cohen Dissertation Prize, 2018.

Postdoctoral Fellowship, Harvard Davis Center for Russian and Eurasian Studies, 2017–2018.

Mabelle McLeod Lewis Dissertation Write-up Fellowship, 2015–2016.

Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship, 2013–2014.

Institute of Slavic, East European, and Eurasian Studies Dissertation Fellowship, 2013, declined.

Dean's Normative Time Fellowship, 2012–2013.

Graduate Division Travel Grant, 2012.

Institute of Slavic, East European, and Eurasian Studies Summer Field Research Grant, 2011.

Reginald Zelnik Memorial Endowment Fund Fellowship, UC Berkeley History Department, 2011–2012.

Graduate Division Summer Grant, UC Berkeley Graduate School of Arts and Sciences, Summer 2011.

Foreign Language and Area Studies Fellowship, UC Berkeley Institute for Slavic, East European and Eurasian Studies, Academic Year 2009–2010, Summer 2010, and 2010–2011.

NSEP David L. Boren Fellowship for Language and Area Studies in Russia, 2008–2009 .
 Title VIII Scholarship for American Councils Russian Language and Area Studies Program, 2008–2009.
 Kathryn Wasserman Davis Summer Language Fellowship for Peace, for the intensive study of Russian language at Middlebury College, Summer 2008.
 Critical Language Scholarship for Intensive Summer Language Institutes, Summer 2008, declined.
 Foreign Language and Area Studies Fellowship, Summer Workshop in Slavic and Eastern European Languages, 2007.
 Hodson Trust Summer Research Opportunity Fellowship, St. John’s College, 2004

Invited Lectures and Plenary Presentations:

“A Fishing Expedition in Sochi: the Popular Origins of a Late Soviet Anti-corruption Campaign,” Columbia University Slavic Seminar, 2019.
 “Science, Surveillance, and the Ideal of Justice: Crime on Television in the Brezhnev Era,” American Association for Slavic, East European and Eurasian Studies Convention, 2018.
 “We’re all thieves here: The Soviet War on Crime and the End of Criminal Justice Reform, 1959–1991,” Brandeis University Russian History Workshop, March, 2018.
 “How to Write a War on Crime: Grigorii Medynskii and His Readers,” Harvard University Russian and Eastern European History Workshop, April, 2018.
 “Science, Surveillance, and the Ideal of Justice: Crime on Television in the Brezhnev Era,” Harvard University Fellows Seminar, 2017.
 “Narratives of Justice and Lives of Crime in the Soviet Union after Stalin,” American Association for Slavic, East European and Eurasian Studies Convention, 2017.
 “ ‘He Was a Man, but the Factory Ruined Him!’: The Law, Science, and the Embezzlement of Milk Products under Late Socialism,” American Association for Slavic, East European and Eurasian Studies Convention, 2015.
 “Crime and Punishment in Russia since the Nineteenth Century,” roundtable discussant, American Association for Slavic, East European and Eurasian Studies Convention, 2015.
 “Criminality and Justice in the Brezhnev Era,” Summer Workshop on Late Socialism (1956–85): The Forgotten Years between Stalinism and Perestroika, Tallinn University, Estonia, 2015.
 “Criminal Letters,” presentation of dissertation chapter to Berkeley History “Kruzhok” reading group, March 2015.
 “The Exceptional Case of the Soviet Criminal: Soviet Criminology and the End of the Thaw,” American Association for Slavic, East European and Eurasian Studies Convention, 2013.
 “Explaining and Preventing Crime in the Soviet 1970s: The Institute of Criminology and *Problems in the (American) War on Crime*,” University of Chicago History Department Conference, “Refiguring the 1970s: New Narratives in U.S. and International History,” April 26–27, 2013.
 “Terror and Circuses: The Russian Autocracy from Reform to Revolution,” guest lecture for History of the Soviet Union course, UC Berkeley History Department, 2012.
 “Far from Moscow, Far from the Front: Soviet Writers and the ‘Second Fronts’ of the Great Patriotic War,” organizer and presenter, The American Association for Slavic, East European, and Eurasian Studies Convention, 2012.
 “Communism, Consumerism and Gender in the Competition over the ‘Good Life’: *Ninotchka* and *The Russian Question* in the Early Cold War,” Aleksanteri Conference: Competition and Good Society—the Eastern Model, Helsinki, Finland, October 24–26, 2012.

Dina Le Gall

Ph.D. Princeton University

Academic Interests: Middle Eastern history, Ottoman history, history of Sufism, transregional Islamic history



Selected Publications:

Books and Monographs:

Bir Sûfî Kütürü Olarak: Osmanlı'da Nakşibendilik (1450–1700). (Turkish translation of Le Gall 2005). Istanbul: Litera Yayıncılık, 2016.

A Culture of Sufism: Naqshbandis in the Ottoman World, 1450–1700. Albany, NY: SUNY Press, 2005.

Chapters in Books, Articles in Peer Reviewed Journals, Essays:

“Recent Thinking on Sufis and Saints in the Life of Muslim Societies, Past and Present,” *International Journal of Middle East Studies*, 42(2010): 673–687.

<https://doi.org/10.1017/S0020743810000917>.

“Kadizadelis, Nakşbandis, and Intra-Sufi Diatribe in Seventeenth-Century Istanbul,” *Turkish Studies Association Journal*, 28(2004, pub. 2007): 1–28.

“Forgotten Naqshbandis and the Culture of Pre-Modern Sufi Brotherhoods,” *Studia Islamica*, 97 (2003, pub. 2006): 87–119.

<http://www.jstor.org/stable/4150603>.

“A Neo-Modernist Reading of Women and Gender in Islam,” *Critique*, 4(Spring 1994): 73–78.

“Missionaries, Pilgrims, and Refugees: The Early Transmission of the Naqshbandiyya to the Ottoman Lands,” in *Modes de transmission de la culture religieuse en Islam*, H. Elboudrari, ed. Cairo: Institut français d'archéologie orientale du Caire, 1993: 225–240.

Reviews:

Review of *Islam without Europe: Traditions of Reform in Eighteenth-Century Islamic Thought* by Ahmad S. Dallal, in *American Historical Review*, 125(2020): 618–619.

<https://doi.org/10.1093/ahr/rhz050>.

Review of *Caliphate Redefined: The Mystical Turn in Ottoman Political Thought* by Huseyin Yilmaz, in *Mediterranean Historical Review*, 34(2019): 255–258.

<https://doi.org/10.1080/09518967.2019.1671014>.

Review of *Law and Piety in Medieval Islam* by Megan H. Reid, in *International Journal of Middle Eastern Studies*, 46 (2014): 646–49.

Review of *Contested Conversions to Islam: Narratives of Religious Change in the Early Modern Ottoman Empire* by Tijana Krstic, in *Comparative Studies of South Asia, Africa and the Middle East*, 32 (2012): 452–53.

- Review of *Le soufisme a l'époque ottomane, xvi–xviii siècle* by Rachida Chih and Catherine Mayeur Jaouen, eds., in *Journal of the American Oriental Society*, 132(1)(2012): 155–58.
- Review of *The Transformation of Muslim Mystical Thought in the Ottoman Empire: The Rise of the Halveti Order, 1350–1650* by John J. Curry, in *International Journal of Middle Eastern Studies*, 43 (2011): 751–52.
- Review of *Spiritual Wayfarers, Leaders in Piety: Sufis and the Dissemination of Islam in Medieval Palestine* by Daphna Ephrat, in *Jama'a*, 18(2010): 267–273 (in Hebrew).
- Review of *Sufi Visionary of Ottoman Damascus: 'Abd al-Ghani al-Nabulusi, 1661–1731* by Elizabeth Sirriyeh, in *International Journal of Turkish Studies*, 13(2007): 255–258.
- Review of *Sufi Heirs of the Prophet: The Indian Naqshbandiyya and the Rise of the Mediating Sufi Shaykh* by Arthur Buehler, in *Middle East Studies Association Bulletin*, 34(1999): 186–87.
- Review of *The Politics of Households in Ottoman Egypt* by Jane Hathaway, in *Middle East Studies Association Bulletin*, 31(1997): 91–92.
- Review of *Sufism, Mystics, and Saints in Modern Egypt* by Valerie J. Hoffman, in *Middle East Studies Association Bulletin*, 30(1996): 226–27.

Works Forthcoming or in press:

Sufism in History: Mysticism, Piety, and Saintly Power in the Lives of Muslim Societies (in progress).

Academic Recognition:

Awards and Honors:

- Mellon Mid-Career Fellowship, The Committee for the Study of Religion, CUNY Graduate Center, 2011–2012.
- The Institute of Ismaili Studies, London, Annemarie Schimmel Scholarship (awarded tri-annually to a senior scholar in Islamic Studies), 2010–2011.
- Lehman College, Fellowship Award, 2010–2011.
- National Endowment for the Humanities, Faculty Research Award, 2009–2010.
- CUNY Graduate Center, MEMEAC Curricular Development Award, 2007–2008.
- Lehman College, Faculty Development Program Award, 2006–2007, 2009–2010.
- Lehman College, Scholar Incentive Award, 2005–2006, 2009–2010, declined.
- PSC-CUNY Research Award, 2005–2006, 2007–2008, 2008–2009, 2009–2010, 2010–2011.
- Rutgers University, FASIP Grant, 1999–2000.

Invited Lectures and Plenary Presentations:

- “Piety, Mysticism, and Saintly Power: Sufism in the Lives of Muslim Societies,” The Committee for the Study of Religion Seminar, CUNY Graduate Center, New York, February 2012.
- “Naqshbandi and Shattari Shaykhs and the Seventeenth-Century Haramayn as a Religious and Intellectual Hub,” Middle East Studies Association Annual Meeting, San Diego, November 2010.
- “Recent Thinking on Sufis and Saints in the Life of Muslim Societies, Past and Present,” The Program in Ottoman Studies, New York University, New York, April 2010.
- “Incorporating Sufism into History,” Roundtable on the Nexus of Sufism and Society, MESA Annual Meeting, Boston, November 2006.

- “Women in a Pre-Modern Muslim Society,” The Women’s Studies Program, Lehman College, New York, November 2006.
- “Cultural Conflicts on the Religious Frontier: Sufism and ‘Puritanical’ Zeal in Seventeenth-Century Istanbul,” Rutgers/Princeton/Philadelphia Early Modern Historians, Princeton, NJ, March 2006.
- “Sufis, Political Instrumentality, and Political Activism: Stories of the Early Ottoman Naqshbandiyya,” Rutgers Center for Historical Analysis, Project on Utopia, Violence and Resistance, New Brunswick, NJ, April 2001.
- “Naqshbandis and Politics in the Pre-Modern Ottoman World,” Middle East Socio-Economic Workshop, CUNY Graduate Center, New York, April 2001.
- “Women and Gender in Islamic Legal Discourse,” and “Marriage, Sexual Morality and Access to Property in Ottoman Court Records,” NEH Summer Institute on Women and Gender, Institute for Research on Women, Rutgers University, July 2000.
- “Early Ottoman Naqshbandis: *Silsila*, Devotional Practice, Commitment to *Shari’a*, and Self Identity,” Third Biennial Conference on Iranian Studies, Bethesda, MD, May 2000.
- “Sunni Identity, Orthodoxy, and Political Instrumentality: The Naqshbandiyya and the Ottoman Struggle against the Kizilbash,” Ertegun Foundation Lecture, Department of Near Eastern Studies, Princeton University, Princeton, NJ, February 2000.
- “Myth and Reality in Middle Eastern Women's History: The Impact and Promise of the *Sijill*,” Annual Meeting of the Minnesota Chapter of the Fulbright Association, College of St. Catherine, St. Paul, MN, May 1995.



Benjamin Holtzman

Ph.D. Brown University, 2016

Academic Interests: The intersection of political and social history in the United States, with particular focus on politics, capitalism, race and class, cities, and social movements.

Research: Neoliberalism, opposition to white power movements.

Selected Publications:

Books:

The Long Crisis: New York City and the Path to Neoliberalism. Oxford: Oxford University Press, 2021).

Chapters in Books, Articles in Peer Reviewed Journals, Essays:

- “Expanding the Thin Blue Line: Resident Patrols and Private Security in Late Twentieth- Century New York,” *Modern American History*, 3(1)(March 2020): 47–67.
- “‘Shelter is Only a First Step’: Housing the Homeless in 1980s New York City,” *Journal of Social History*, 52(3)(Spring 2019): 886–910.

- “‘I am Not Co-Op!’: The Struggle over Middle-Class Housing in 1970s New York City,” *Journal of Urban History*, 43(6)(November 2017): 864–885.
- “Urban Homesteading,” in *Affordable Housing in New York City: The People, Places, and Policies That Transformed a City*, Nicholas Dagen Bloom and Matthew Gordon Lesner, eds. Princeton: Princeton University Press, 2015: 258–261.
- “The Growth and Disruption of a ‘Free Space’: Examining a Suburban DIY Punk Scene,” coauthored with Kenneth R. Culton, *Space and Culture*, 13(4)(November 2010): 270–284.
- “Do It Yourself and the Movement Beyond Capitalism,” co-authored with Craig Hughes and Kevin Van Meter, *Radical Society: Review of Culture & Politics*, 31 (2006): 7–20. Revised version published in *Constituent Imagination: Militant Investigation / Collective Theorization*, Stephen Shukaitis and David Graeber, eds. Oakland: AK Press, 2007: 44–61.

Reviews:

- Review of *Radical Teaching in Turbulent Times: Martin Duberman’s Princeton Seminars, 1966-1970*, in *The Review of Higher Education*, 46(1)(Fall 2022): 145–148.
- Review of *Undelivered: From the Great Postal Strike of 1970 to the Manufactured Crisis of the U.S. Postal Service* by Philip F. Rubio, in *Journal of American History*, 109(2)(September 2022): 491–492.
- “The Age of Predatory Inclusion.” Review of *Race for Profit: How Banks and the Real Estate Industry Undermined Black Homeownership* by Keeanga-Yamahtta Taylor, in *Shelterforce* (June 11, 2020), https://shelterforce.org/2020/06/11/the_age_of_predatory_inclusion/.
- “Whose Brooklyn?” Review of *Brooklyn: The Once and Future City* by Thomas J. Campanella, in *Public Books* (February 18, 2020), <https://www.publicbooks.org/whose-brooklyn/>.
- Review of *A History of Private Policing in the United States* by Wilbur R. Miller, in *Journal of American History*, 106(4)(March 2020): 1105–1106.
- Review of *The City Lost & Found: Capturing New York, Chicago, and Los Angeles, 1960-1980*, Katherine A. Bussard, Alison Fisher, and Greg Foster-Riceeds, eds. Princeton: Princeton University Art Museum, 2015, in *Buildings and Landscapes*, 23(1)(Spring 2016): 114–116.
- Review of *The Great Rent Wars: New York, 1917-1929* by Robert M. Fogelson, New Haven: Yale University Press, 2013, in *Business History Review*, 89(2)(Summer 2015): 386–388.
- Review of *The Hidden 1970s: Histories of Radicalism*, Dan Berger, ed. New Brunswick: Rutgers University Press, 2010, and *Oppose and Propose! Lessons from Movement for a New Society* by Andrew Cornell, Oakland: AK Press, 2011, in *Make/Shift: Feminisms in Motion*, 11 (Spring/Summer 2012): 50–51.
- Review (co-authored with Kenneth R. Culton) of *Punk Productions: Unfinished Business* by Stacy Thompson, in *Journal of Popular Music Studies*, 17(3)(2005): 368–371.
- Review (co-authored with Alan O’Connor) of *False Prophet: Fieldnotes from the Punk Underground* by Steven Taylor in *Popular Music and Society*, 28(3)(July 2005): 431–433.

Academic Recognition:

Awards and Honors:

PSC-CUNY Research Award Cycle 53, 2022.

Short-term Fellowship, Emory University Stuart A. Rose Manuscript, Archives, and Rare Book Library, 2022.

Mary Lily Research Travel Grant, Duke University David Rubenstein Rare Book & Manuscript Library, 2022.

Archie K. Davis Fellowship, North Caroliniana Society, 2021.

Faculty Fellowship Publication Program, City University of New York, 2021.

Madeleine L'Engle Travel Research Fellowship, Smith College, 2020.

Faculty Research Grant, Duke University 2019 Professional Development Award, Duke University, 2019.

Thompson Writing Program Research Grant, Duke University, 2018.

Professional Development Award, Duke University, 2018.

Arts & Sciences Council Travel Grant, Duke University, 2017.

Swearer Center Engaged Course Development Grant, Brown University, 2016.

James Ryland and Georgia A. Kendrick Fellowship, Vassar College, 2016.

Alfred D. Chandler, Jr. Travel Grant, Business History Conference, 2015.

Anna K. and Mary E. Cunningham Research Residency, New York State Library, 2014.

William G. McLoughlin Travel Fund, Brown University, 2014.

Graduate International Colloquium Grant, Brown University Office of International Affairs, 2013.

Student Travel Award, Society for American City and Regional Planning History, 2013.

The Larry J. Hackman Research Residency Award, New York State Archives, 2013.

A. Molho Graduate Travel Fund, Brown University, 2013.

Graduate Research Travel Grant, Brown University, 2013.

William G. McLoughlin Travel Fund, Brown University, 2012.

Graduate Research Travel Grant, Brown University, 2012.

William and Madeline Welder Smith Research Travel Award, Dolph Briscoe Center for American History, University of Texas-Austin, 2012.

William G. McLoughlin Travel Fund, Brown University, 2011.

Invited Lectures and Plenary Presentations:

“‘A Grand Experiment in Urban Governance’: The Market Turn in the Late Twentieth Century,” presented at Temple University, November 4, 2022.

“The Market Turn in the Late Twentieth-Century United States,” presented at the University of Washington-Tacoma, October 12, 2022.

“After the Fiscal Crisis: NYC and the Path to Neoliberalism,” presented at the Gotham Center for New York City History, March 17, 2022.

“‘A Grand Experiment in Urban Governance’: The Market Turn in the Late Twentieth Century,” presented at New York University, November 17, 2021.

“New York City and the Neoliberal Turn,” presented at Lehman College, October 14, 2021.

“Movements and the American City,” presented at the Urban History Association’s “State of the U.S. City: Problems and Possibilities” (virtual) plenary, October 8, 2021.



Marie Marianetti, Department Chair

Ph.D. University of Southern California, 1990

Academic Interests: Greek and Roman history and archaeology (including a four-week Summer course for students visiting Minoan and Mycenaean archaeological sites in Crete); classical mythology, classical culture, women in antiquity

Research: Ancient fertility cults, Greco-Roman women's festivals

Selected Publications:

Books:

Aristophanes: The Clouds: An Annotated Translation. Lanham, MD: University Press of America, 1997.

Religion and Politics in Aristophanes' Clouds (Altertumswissenschaftliche Texte und Studien), Olms-Weidmann, Hildesheim, Zurich, and New York, 1992.

Chapters in Books, Articles, Reviews, and Essays:

"Misogyny in Early Greek Literature," *Women's Studies Review* (2002).

"Socratic Mystery-Parody and the Issue of ἀσέβεια in Aristophanes' Clouds," *Symbolae Osloenses*, 68 (1993): 5–31.

Works Forthcoming or in press:

Aristophanes Thesmophoriazusae. An Annotated Translation. Translation in progress.

Academic Recognition:

Awards and Honors:

Faculty Recognition Award, School of Arts and Humanities (teaching), 2010.

Award for Excellence in Teaching, "Outstanding Teacher of the Year," Herbert H. Lehman College, CUNY, 2014.

Faculty Award for Excellence in Study Abroad, Lehman College, 2019.

Invited Lectures and Plenary Presentations:

"Theodora: Byzantine Empress (A.D. 497–548)," panel on "Women's Leadership: Then and Now," in commemoration of the 400th Anniversary of Queen Elizabeth I's Death, Lehman College, Bronx, NY: September 19, 2006.

"Hesiod's Myth of Creation and the Establishment of Patriarchy," Lehman Retiree Club, Bronx, NY: May 15, 2003.

Andrew W. Robertson

D.Phil. Oxford University, 1989

Academic Interests: Political History, History of the Early American Republic, Comparative History

Research: Democratization of the United States, 1787–1825; research on politics, electioneering practices, and voting 1788–1824; transnational study of critical elections in the Americas, 1800–1910



Selected Publications:

Books and Monographs:

The Oxford Handbook of Revolutionary Elections in the Americas, 1800–1911. Eduardo Posada Carbó and Andrew W. Robertson, eds. New York: Oxford University Press, 2024.

The Encyclopedia of American Political History, Volume I: The Colonial Era, 1500–1783, ed. Washington, D.C.: Congressional Quarterly Press, April 2010.

Beyond the Founders: New Approaches to Political History in the Early American Republic. Jeffrey L. Pasley, Andrew W. Robertson, and David Waldstreicher, eds. Chapel Hill: University of North Carolina Press, 2005.

The Language of Democracy: Political Rhetoric in Britain and the United States, 1790–1900. Charlottesville, VA: University of Virginia Press, 1995; paperback ed. 2005.

Chapters in Books, Articles, and Essays:

“Reconceptualizing Jeffersonian Democracy,” *Journal of the Early Republic* 33 (Summer 2013): 317–334.

“The Tortuous Trajectory of Jeffersonian Democracy,” in *Practicing Democracy*, Daniel Peart and A. I.P. Smith, eds. Charlottesville: University of Virginia Press, 2015.

“Tocqueville and American Democracy: The Meaning of *Particulier*,” in *Contested Democracy: Contestation and Participation in the English-Speaking World*, Emmanuelle Avril and Johann N. Neem, eds. London: Routledge, 2015: 69–80.

“‘Look on This Picture . . . And on This!’: Nationalism, Localism, and Partisan Images of Otherness in the United States, 1787–1820,” *American Historical Review*, 106(4) (October 2001): 1263–80.

“Voting ‘Rites’: The Implications of Deference in Virginia Electioneering Ritual, 1780–1820,” in *Articulating America: Fashioning a National Political Culture in Early America*, Rebecca Starr, ed. Lanham, MD: Madison House, 2000: 131–52.

“The Election of 1800” and “The Election of 1804,” in *American Presidential Campaigns and Elections: A Reference Guide*, Ballard C. Campbell and William G. Shade, eds. Armonk, NY: M. E. Sharpe, March 2003: 113–149.

Works Forthcoming or in Progress:

Democracy: America's Other 'Peculiar Institution,' 1787–1860, a book on the political and cultural history of American democracy.

Reviews:

“The Partisan Republic: Democracy, Exclusion, and the Fall of the Founders’ Constitution, 1780s–1830s.” Essay review of *New Histories of American Law* by Gerald Leonard and Saul Cornell, Cambridge: Cambridge University Press, 2019, in *The William and Mary Quarterly*, 3rd ser. 79 (2022): 22–26.

“The Founders Phenomenon: The Awesome Men of the Revolution,” Review of *Revolutionary Characters: What Made the Founders Different* by Gordon S. Wood, in *The Boston Globe, Arts and Entertainment* (August 13, 2006): 1–2.

Review of *British Liberalism and the United States: Political and Social Thought in the Late Victorian Age* by Murney Gerlach, in *The American Historical Review*, 108 (2003): 1216–17.

Academic Recognition:**Awards and Honors:**

Distinguished Scholar-in-Residence, Kinder Institute on American Democracy, University of Missouri, Columbia, Missouri, 2017–2018.

Joyce Tracy Research Fellow, American Antiquarian Society, Worcester, Massachusetts, 2023

Fred W. Smith Research Fellow, George Washington Library at Mount Vernon, Mount Vernon, Virginia, 2022.

NEH Distinguished Associate Professor of History, Colgate University, Hamilton, NY, 2005–2006.

American Antiquarian Society, elected in 2003.

Society for Historians of the Early American Republic, Advisory Council, elected 2007–2010.

National Endowment for the Humanities, “First Democratization Project, 1788–1824,” 1996–1997.

National Science Foundation (Program in Social, Behavioral and Economic Research), “First Democratization Project, 1788–1824,” 1995–1996.

A Lindsay O’Connor Professor of History, Colgate University, Hamilton, NY, 2002.

Invited Lectures and Plenary Presentations:

“New Directions in Political History,” SHEAR Zoom Session, July 17, 2020.

“Whither Democracy,” SHEAR Roundtable, Cleveland, OH, July 20, 2018.

“Transnational Perspectives on Church and State, Canada and the United States, 1800–1900,” SHEAR, St. Louis, Missouri, 2013.

“Conference on Contentious Elections in the Americas, Canada, United States and Latin America,” Rothermere Institute of North American History, Oxford University, Co-Chair, March 15–18, 2012.

“Transnational Perspectives in Political History: The United States and Canada, 1800–1830,” chair, Society for Historians of the Early American Republic, Rochester, NY: July 2010.

“Launching a New Nation Votes: A Scholar’s Perspective,” American Antiquarian Society, Worcester, MA, October 21, 2007.

“A New Nation Votes: Using the Website for Teaching and Research,” New England Historical Association, Worcester Polytechnic Institute, Worcester, MA, October 21, 2007.

“A New Nation Votes: New Jersey as a Case Study of Voting Disenfranchisement,” British Nineteenth Century American History Conference, Madingley Hall, Cambridge University, Cambridge, England, October 14, 2007.

“A New Nation Votes: The Puzzle of Jeffersonian Turnout,” American Studies Colloquium, Rothermere Centre of American Studies, Oxford University, Oxford, England, October 9, 2007.

“A New Nation Votes: A Scholarly and Pedagogical Preview,” Organization of American Historians, Minneapolis, MN, March 28, 2007.

Frequent lectures for teachers and public audiences in New York, Massachusetts, California, Kentucky, Tennessee, Georgia, Alabama, Florida and teleconferencing lectures to Bilkent University, Ankara Turkey.

Gilder Lehrman Seminars:

Gilder Lehrman Seminar on the American Revolution, at Boston University (June, 2019), Columbia University (July, 2018, 2014–2016), and New York University (July, 2017, and June–July, 2009).

Gilder Lehrman Seminar on the Founding Era, Madison’s Montpelier Plantation, Orange, VA, (July, 2013, 2012, 2011).

Gilder Lehrman Seminar on the American Revolution, Mount Vernon Plantation, Mount Vernon, VA (June–July, 2010).

American Revolution Seminar for Teachers, New York University, Gilder Lehrman Institute of American History, New York, NY (July 1–6, 2007).



Robyn C. Spencer-Antoine

Ph.D. Columbia University, 2000

Academic Interests: African American History; Women’s History; post 1945

Research: Black freedom movement; Black radicalism; Black feminism; Social Movements

Selected Publications:

Books:

The Revolution Has Come: Black Power, Gender, and the Black Panther Party in Oakland. Durham, NC: Duke University Press, 2016.

Chapters in Books, Articles in Peer Reviewed Journals, Essays:

“Ode to our Feminist Foremothers: The Intersectional Black Panther Party History Project on Collaborative Praxis and 50 Years of Panther History,” co-authored with Mary Phillips, Robyn C. Spencer, Angela D. Le-Blanc Ernest, and Tracie A. Matthews, *Souls: A*

- Critical Journal of Black Politics, Culture and Society*, 19(3)(July–September, 2017): 241–260.
- “Author Response,” Roundtable on The Revolution Has Come: Black Power, Gender and the Black Panther Party, *Journal of Civil and Human Rights*, 3(2)(2017): 117–25.
- “The Language of the Unheard: Black Panthers, Black lives and Urban Rebellions,” in “Up For Debate,” a roundtable on “Interpreting Urban Unrest in the 1960s: The View Half a Century Later,” *Labor: Studies in Working Class History*, 14(4)(December, 2017): 21–24.
- “General Gordon Baker’s Letter to the Draft Board, Detroit 1965,” part of “Rethinking and Unteaching Entrenched Movement Narratives: A Virtual Roundtable,” *FIRE!!!: The Multimedia Journal of Black Studies*, 2(2)(2013; released 2015).
- “Groundings with My Mentor: Remembering Manning Marable,” *Souls*, 13(4)(2011): 393–401.
- “Communalism and the Black Panther Party in Oakland, California in the 1970s,” in *West of Eden: Communes and Utopia in Northern California*, Iain Boal, Janferie Stone, Michael Watts, and Cal Winslow, eds. Oakland, CA: PM Press, 2012.
- “Telling Freedom Stories from the Inside Out: Movement Culture and Interior Politics in SNCC and the Black Panther Party,” co-authored with Wesley Hogan, in *Civil Rights History from the Ground Up: Local Struggles, a National Movement*, Emilye Crosby, ed. Athens, GA: University of Georgia Press, 2011.

Online essays:

- “Roundtable: Women in the Black Panther Party” Leela Yellesetty with Ashley Farmer, Mary Phillips, and Robyn C. Spencer. *International Socialist Review*, 111(Winter, 2018–19).
- “The Promise of the Nation of Islam,” *Black Perspectives*, (May 24, 2018).
- “Black Panther Mania: From Oakland to Wakanda.” *Ms Magazine Blog*, (February 6, 2018).
- “National Parks Service Withdraws Funding from Black Panther Party Project, but History Cannot Be Erased.” *Truthout*, (December 1, 2017).
- “From Jimi Hendrix to Colin Kaepernick: Why black Americans’ patriotism often looks like protest,” *Washington Post*, (September 29, 2107).
- “The Black Panther Party and Black Anti-fascism in the United States,” *Duke University Press Blog*, (January 26, 2016).

Academic Recognition:

Awards and Honors:

- Franklin Research Grant, American Philosophical Society, 2023.
- Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars, Institute for Advanced Study, School of Social Science, Princeton, N.J., 2020–2021
- Professional Staff Congress–City University of New York Research Award, The Research Foundation, CUNY 2018–2019
- Andrew W. Mellon Mid-Career Research Fellowship, Whitney Humanities Center, Yale University. Academic Year, 2016–2017.

Invited Lectures and Plenary Presentations:

- “Surviving Pending Revolution: Another Look at the Black Panther Party’s Health Programs,” UCLA Center for Social Medicine and the Humanities, September 23, 2022.

- “The Archives of Black Women’s Radicalism,” Seton Hall University Conference on Women and Gender, April 1, 2022.
- “The Black Left Feminist Organizing Tradition,” The Second Wave: Revolutionary Women of Color, Texas A&M University, March 24–25, 2022.
- “Reconsidering Angela Davis: Reflections on Engagement and Societal Transformations,” Online event sponsored by National Underground Railroad Freedom Center, December 7, 2021.
- “Protocols of Revolutionary Feminisms to Re/make the World,” The New School, March 8, 2021.
- “Historic and Contemporary Movements Against State-Sanctioned Violence,” Pitzer College/Redford Conservancy, June 22, 2020.
- “To Build the World Anew: Black Liberation Politics and the Movement Against the Vietnam War,” University of California, San Diego, November 14, 2018.
- “From ‘Mississippi Goddamn’ to ‘Damn Vietnam’: Recovering Black Radical Anti-imperialism during the era of Global ’68,” Brown University, 50 Years Since ’68: The Global & the Local, November 1–2, 2018.
- “Patricia Murphy Robinson and the Archive of Black Women’s Intellectual History,” Rutgers University, Histories of Radical Black Women Symposium, October 19, 2018.

Robert T. Valentine

Ph.D. University of South Carolina, 1997
Academic Interests: Nineteenth-century
 American history, military history
Research: U.S. Civil War, church history



Selected Publications:

Books:

- “Yankees & Yorkers: Opposition to Lincoln’s Policies in Westchester County, New York and the Greater Hudson Valley,” in *Northern Opposition to Mr. Lincoln’s War*, D. Jonathan White, ed. Waynesboro, VA: Abbeville Institute Press, 2014: 170–208.

Chapters in Books, Articles in Peer Reviewed Journals, Essays:

- “Yankees & Yorkers: Opposition to Lincoln’s Policies in Westchester County, New York and the Greater Hudson Valley,” in *Northern Opposition to Mr. Lincoln’s War*, Johnathan D. White, ed. Waynesboro, VA: Abbeville Institute Press, 2014: 160–195.
- “William Gilmore Simms, Episcopalian,” *The Simms Review* 8, no. 1 (summer, 2000), 2-14.

Academic Recognition:

Awards and Honors:

- Phi Beta Kappa, Chi of New York, elected 2018.
- Award for Excellence in Teaching, “Outstanding Teacher of the Year,” Herbert H. Lehman College, CUNY, 2022.

Chuck Wooldridge

Ph.D. Princeton University, 2007

Academic Interests: History of East Asia;
history of Taiwan; world history;
history of religions, history of
technology

Research: Political culture of Qing
China; the Taiping Rebellion and its
aftermath; history of Nanjing;
religious practices of maintenance
and repair.



Selected Publications:

Books:

City of Virtues: Nanjing in an Age of Utopian Visions. Seattle, WA: University of Washington Press, 2015.

Chapters in Books, Articles in Peer Reviewed Journals, Essays:

“Writing the Taiping War into the History of the Southern Ming: Xu Zi's Annals of a Fallen State.”
Frontiers of History in China, 13(2)(August, 2018): 227–258.

“What Literati Talked About When They Talked About Memory: Nanjing’s Yu Garden, 1900–1911.” *Twentieth Century China*, 40(1)(January, 2015): 3–24.

“Building and State Building After the Taiping Rebellion,” *Late Imperial China*, 30(2)(December, 2009): 84–126.

Reviews:

Review of Emily Mokros, *The Peking Gazette in Late Imperial China: State News and Political Authority*, in *Journal of Asian Studies*, 81(2)(May, 2022): 393.

[doi:10.1017/S0021911822000171](https://doi.org/10.1017/S0021911822000171)

Review of Toby Lincoln, *An Urban History of China*, in *Journal of Chinese History*, 6(2)(July, 2022): 384–386. [doi:10.1017/jch.2022.18](https://doi.org/10.1017/jch.2022.18)

Review of Rania Huntington, *Ink and Tears: Memory, Mourning, and Writing in the Yu Family*, in *Journal of Chinese History*, 3(2)(July 2019): 417–420. [doi:10.1017/jch.2019.12](https://doi.org/10.1017/jch.2019.12).

Academic Recognition:

Awards and Honors:

Center for Chinese Studies Research Grant, National Central Library, Taipei, 2020.

Fulbright Research Scholar, Taiwan, 2021.

Fellowship Leave Award, Spring 2020 and Spring 2021.

PSC –CUNY research grant, 2019, 2015.

Invited Lectures and Plenary Presentations:

“Maintenance as Religious Practice in Taiwan.” Nonproducing Skills Workshop, Michigan State University

“The Taiping Movement in the Context of Pacific Iconoclasms.” Association of Asian Studies Annual Meeting, March 18, 2023.

- “以新竹長和宮為中心探討寺廟修繕活動的意義與變遷 (Using Hsinchu’s Changhe Temple as a Case Study to Discuss the Meaning and Transformation of Temple Repair Activities).” Changhe Temple Speaker Series, July 2021 (in Mandarin).
- “以新竹為中心探討寺廟修繕活動的意義與變遷 (Using Hsinchu as a Case Study to Discuss the Meaning and Transformation of Temple Repair Activities).” Center for Chinese Studies, National Central Library, July 2020 (in Mandarin).
- “新竹市關帝廟 (The Guandi Temple of Xinzhu).” Conference Material Culture and Community Formation: Experience of Objects Through Sensory Perception, Hualian, Taiwan. “新竹市關帝廟 (The Guandi Temple of Xinzhu),” June 2020.
- “Yamen As Maker: Maintenance and the State in Northern Taiwan, 1850-1895.” Conference, The Maker’s Space: Person, Place, and Production in Early Modern China, Johns Hopkins University, Dec. 6, 2019.
- “Gender and Maintenance: Chinese Temple Practice in the Nineteenth Century.” Women’s Studies Program, Lehman College, November 25, 2019.
- “Iconoclasm and Monarchy in the Tahitian, Hawaiian, and Taiping Kingdoms.” Association of Asian Studies Annual Meeting, March 22, 2019.
- “Cultures of Repair in Late Imperial Chinese Religion.” Conference *Rendre un culte: The Physical and Material Circumstances of Chinese Religion in Acts and Objects*, University of Chicago, May 6, 2018.
- “The Body of Guandi and the Culture of Repair in the Tongzhi Restoration,” paper presented at Association of Asian Studies panel “Transregional Perspectives on the Taiping War and Tongzhi Restoration,” March 2018.
- “Mapping a City at War: Xu Zi and the Militia of Luhe,” paper presented at Association of Asian Studies in Asia panel “Reinventing the City: Mapping Chinese Urbanscapes in Image and Text,” June 2016
- “Wang Shiduo’s Diary of the Taiping War,” paper presented at Association of Asian Studies Annual Meeting panel “Ways of Writing the Taiping Civil War,” March 2015.
- “Jin He’s Poetry of the Taiping War,” paper presented at Association of Asian Studies Annual Meeting, March 2014.
- “States of State Ritual in Nineteenth-Century China” paper presented at conference “Qing History Conference in Honor of Kent Guy” at the University of Washington, August 16, 2013.



Amanda Wunder

Ph.D. Princeton University, 2002

Academic Interests: Early modern Europe, especially Spain; material culture, especially fashion and textiles

Research: Cultural history of 17th-century Spain; sacred art and architecture in Baroque Seville; clothing controversies and sumptuary laws; court fashion and its makers.

Selected Publications:

Books:

Spanish Fashion in the Age of Velázquez: A Tailor at the Court of Philip IV. London and New Haven: Yale University Press, 2023 (forthcoming).

Baroque Seville: Sacred Art in a Century of Crisis. University Park, PA: The Pennsylvania State University Press, 2017.

Chapters in Books, Articles in Peer Reviewed Journals, Essays:

“Material Histories: Museum Objects and the Material Culture of Early Modern Europe,” in *New Horizons for Early Modern Europe*, Ann Blair and Nicholas Popper, eds. Baltimore: The Johns Hopkins University Press, 2021: 153–66.

“Spanish Fashion and Sumptuary Legislation from the Thirteenth to the Eighteenth Century,” in *The Right to Dress: Sumptuary Legislation in a Comparative and Global Perspective*, Giorgio Riello and Ulinka Rublack, eds. Oxford University Press, 2019: 243–72.

“Murillo’s Seville/La Sevilla de Murillo,” Prologue to *Cartografía Murillesca: Los Pasos Contados*, Lidia Beltrán Martínez and Fernando Quiles García, eds. Seville: Universidad Pablo de Olavide, 2017: 6–25.

“Innovation and Tradition at the Court of Philip IV of Spain (1621–1665): The Invention of the *Golilla* and the *Guardainfante*,” in *Fashioning the Early Modern: Dress, Textiles and Innovation in Europe, 1500–1800*, Evelyn Welch, ed. Oxford: Oxford University Press, 2017: 111–33.

“Women’s Fashions and Politics in Seventeenth-Century Spain: The Rise and Fall of the *Guardainfante*,” *Renaissance Quarterly*, 68(1)(March 2015): 133–86.

“Fashion and Urban Views in Seventeenth-Century Madrid,” with Laura R. Bass, in *Spanish Fashion at the Courts of Early Modern Europe*, José Luis Colomer and Amalia Descalzo, eds. Madrid: Centro de Estudios Europa Hispánica, 2014, 1: 363–84; Spanish ed.: “Moda y vistas de Madrid en el siglo XVII,” in *Vestir a la española en las cortes europeas (siglos XVI y XVII)*, 1: 363–84.

“Dress (Spain),” in *Lexikon of the Hispanic Baroque*, Evonne Levy and Kenneth Mills, eds. Austin: University of Texas Press, 2013: 106–10.

- “Veiled Ladies of the Early Modern Spanish World: Seduction and Scandal in Seville, Madrid, and Lima,” with Laura R. Bass, *The Hispanic Review*, 77(1)(2009): 97–146.
- “Classical, Christian, and Muslim Remains in Imperial Seville (1520–1635),” *Journal of the History of Ideas*, 64(2)(2003): 195–212.
- “Western Travelers, Eastern Antiquities, and the Image of the Turk in Early Modern Europe,” *The Journal of Early Modern History*, 7(1–2)(2003): 89–119.
- “Murillo and the Canonisation Case of San Fernando, 1649–52,” *The Burlington Magazine*, 143(1184)(2001): 670–75.

Academic Recognition:

Awards and Honors:

- CUNY Book Completion Award, 2020–2021.
- PSC-CUNY Research Award, 2019.
- Eleanor Tufts Book Award, Honorable Mention for *Baroque Seville*, American Society for Hispanic Art Historical Studies, 2018.
- Samuel H. Kress Mid-Career Fellowship, Renaissance Society of America, 2018.
- Franklin Research Grant, American Philosophical Society, 2018.
- Weiss-Brown Publication Subvention for *Spanish Fashion in the Age of Velázquez*, Newberry Library, 2018.
- Faculty Fellowship Award, Lehman College, 2017–2018.
- George Shuster Research Award, Lehman College, 2017.
- Barr Ferree Publication Subvention for *Spanish Fashion in the Age of Velázquez*, Princeton University, 2017.
- Research Fellowship, Bard Graduate Center, September–December 2017.
- William Nelson Prize, Honorable Mention for “Women’s Fashions and Politics in Seventeenth-Century Spain,” Renaissance Society of America, 2016.
- Millard Meiss Publication Subvention for *Baroque Seville*, College Art Association, 2016.
- Barr Ferree Publication Subvention for *Baroque Seville*, Princeton University, 2015.
- NEH Summer Stipend, 2012.

Invited Lectures and Plenary Presentations:

- “Dressing *Las Meninas*,” Princeton University Department of Art & Archaeology, March 17, 2022.
- “Fashion and Status in the Hispanic Society of America’s Collection of Illuminated *Cartas Ejecutorias*,” Symposium on Hispanic Society Library Treasures, Grolier Club, NYC, October 26, 2021.
- “Between Town and Court: Royal Artisans and Fashion in Seventeenth-Century Madrid,” Refashioning the Renaissance Conference (Zoom), September 10, 2021.
- “A Couturier at Court: Making Spanish Fashion in the Age of Velázquez,” Huber Colloquium on the Arts and Visual Cultures of Spain and the Colonial Americas, New York University Institute of Fine Arts, March 4, 2020.
- “Fashion and Empire: The Spanish Style in Madrid and Beyond,” AHRC Global Microhistory Conference, European University Institute (Florence), September 14, 2018.
- “Fashion and Religion in Seventeenth-Century Spain,” Bard Graduate Center, April 23, 2018.
- Discussion of *Baroque Seville* with Susan Galassi (Frick Collection) sponsored by the Consulate General of Spain, NYU King Juan Carlos I of Spain Center, April 17, 2018.

Contributor to exhibition study-days at the Frick Collection for *Murillo: The Self Portraits*, 22 January 2018; and *Zurbarán's Jacob and His Twelve Sons*, April 5, 2018.

Closing Comment, "Wider Worlds: Art and Audience under the Spanish Crown," The Frick Collection, April 5, 2018.

Panel speaker, "After Al-Andalus: New Interdisciplinary Approaches to Late Medieval and Early Modern Spain," Columbia University, Program in Latin American and Iberian Cultures, October 20, 2017.

"Making the Spanish Style: Fashion and Artisans at the Court of Philip IV," Bard Graduate Center, September 27, 2017.

"Spanish or Italian? A Conversation about Luxury Textiles from Southern Europe," with curator Melinda Watt, Department of European Sculpture and Decorative Arts, Metropolitan Museum of Art, March 22, 2017.

"Baroque Seville: Sacred Art in a Century of Crisis," Roberta and Richard Huber Colloquium on the Arts and Visual Cultures of Spain and the Colonial Americas, New York University Institute of Fine Arts, March 1, 2017.

Panel speaker, "Cultural Histories of the Material World: Early Modern Books and Objects," Folger Institute (Washington, DC), April 21, 2016.

Panel speaker, "Material Culture," *The Space Between: Connecting Microhistory and Global History*, University of Warwick and University of Oxford (Venice), February 28, 2016.