

The Doctoral Program in History



NORTHWESTERN
UNIVERSITY

The Doctoral Program in History at Northwestern University

Northwestern's Ph.D. program in history owes its national reputation to an outstanding faculty of scholar-teachers, a flexible and well-articulated course of study, and a record of recruiting, training, and placing diverse and talented graduate students.

The renown of the faculty is perhaps best indicated by the frequent award of research fellowships and book prizes to its members. A third of the professors in the department have won prestigious Guggenheim fellowships, and all have received grants from other highly competitive foundations and programs. At least 15 members of the current full-time faculty have won national awards for their monographs. Excellence in teaching is another feature of the department: nine members have won distinguished teacher awards at the University in the last few years.

Northwestern's program is distinguished from many others by its relatively small size. Only 15 to 20 students enter each year; most choose one of three regional concentrations for the Ph.D.: African history, American history, and European history. Students can also choose to concentrate in Latin American or East Asian History.

A small, highly selective program has a number of advantages. It allows close faculty student interaction and small seminars. It permits exacting criticism of sources, research procedures, and writing skills. It encourages the exchange of ideas among students working in different geographical areas, an exchange that often inspires path-breaking scholarship. It fosters flexibility in designing courses of study. For example, students with serious interests in more than one geographical area may develop an individually tailored program in comparative history; very few history departments provide such an option. Finally, it enables faculty to concentrate their placement efforts on a relatively small number of students.

The program of study for the Ph.D. seeks to prepare students for distinguished careers as teachers and scholars. It is therefore designed to help students achieve a comprehensive grasp of particular historical fields and processes; develop critical skills in respect to sources, texts, genres, theory, and methods of inquiry; and carry out original research that makes a significant contribution to historical study.

Students learn more than just fields within history; they become acquainted with major trends in the discipline as a whole and with the possible relevance to historical scholarship of both classical social theory and work currently being done in other social-scientific and humanistic disciplines. The department encourages students to think about history in conceptually sophisticated ways and to acquire a frame of reference for their research based on grounding in geographical and cross-disciplinary fields outside of their specializations. Thus, in addition to courses within each field of specialization, the department's offerings include seminars that provide a common experience of history as an open-ended discipline with a wide range of conceptual and methodological possibilities.

The character and small size of the graduate history program provide optimal support to graduates seeking employment in today's job market. The department is particularly proud of the teaching experience and mentoring offered to graduate students, which equip them to compete for faculty appointments with a record of demonstrated capacity in the classroom. Many of our students have won graduate student teaching awards at Northwestern. Indeed, because of the department's long-standing dedication to excellence in both teaching and scholarship, Graduates of Northwestern's Ph.D. program currently occupy professorships in history at major colleges and universities throughout the country.

Degree Requirements

The principal formal requirements for the Ph.D. in history are as follows:

- 1) Completion of 18 courses during the first two years of study, including two quarters of work each year in an intensive research seminar;
- 2) Passing of examinations in three areas (a general field, a specialization within that field, and a minor field) during the second and third year of study;
- 3) Demonstration of pertinent language skills;
- 4) Submission of a dissertation prospectus or proposal by the beginning of the third year of study;
- 5) Presentation of an approved dissertation.

Satisfying the first four requirements leads to admission to candidacy for the Ph.D.; approval of the dissertation by the responsible faculty committee results in the award of the degree.

Within the framework of these general requirements, students develop individual programs of study and research with designated advisors and advisory committees, subject to the approval of the department's graduate program committee. These faculty advisors help students define fields, select an appropriate combination of specific courses, design and schedule suitable language study and examinations, and develop dissertation projects.

Fields, Courses, and Examinations

The **general field** is, in most cases, one of the six areas of research training in the Department of History: African history, American history, medieval and early modern European history, modern European history, East Asian history and Latin American history. However, in keeping with the department's tradition of promoting comparative work, individually designed programs are arranged with appropriate faculty advisory committees when a student's anticipated doctoral research requires focused study in more than one general field.

Students take four to six courses in their general field (including two appropriate general field seminars) followed by a written examination that is evaluated by at least three members of the faculty. During the weeks preceding this exam, students have an opportunity to consult with their advisory committee concerning the format and the questions it will contain.

The **specialization** is the specific area of study within the general field in which the student expects to write a dissertation. The specialization is defined by agreement between the student and the appropriate advisory committee led by a major advisor. Examples of specializations include colonial North America, preindustrial southern Africa, medieval religious and intellectual history, the Old Regime and the French Revolution, the Reformation, the Renaissance, modern Germany, the history of the American South, American cultural history, and the history of science.

Students take four to six graded courses in their specialization field, as set forth in their contract, followed by an oral examination evaluated by their advisory committee. The course work includes at least two quarters of research as well as such work in other departments and programs as is deemed appropriate. The total number of courses taken in the general field and the specialization must add up to 10.

The **minor field** is an area of study in which the student wishes to acquire teaching competence or which he or she selects out of methodological or topical interest. The definition and courses of study in the field are established by a written contract, drawn up by the end of the winter quarter of the first year, between the student and a member of the department who acts as supervisor. The field should be concerned with a geographical area completely different from the student's general field, unless it is a comparative field. Examples of second fields include colonial Africa, imperialism, modern China, premodern and modern Japan, the Jews in Europe, comparative industrialization, comparative slavery, social and economic development in Latin America, the history of science and technology, gender history, international relations in the 20th century, and 20th-century America.

Students take three courses in the minor field. At least two of the minor field courses are graded. The minor field sequence is followed by an oral examination. Ideally, the courses entail working with more than one faculty member; minor field exams are always administered and evaluated by two or more professors.

In addition to the 13 to 14 courses that relate to the three field examinations, all graduate students take two courses in methodology and theory. Most students satisfy two of the remaining units of required course credit through teaching assistantships during two quarters of the second year; students not scheduled to teach take more free electives.

Foreign Languages

All graduate students are expected to demonstrate proficiency on a departmental examination in the foreign languages necessary to their research. For specialists in American history, this may mean none. For those concentrating on African history, it generally means at least one indigenous and one European language (including English, in the case of non-native speakers). For students of continental European history, it means at least two languages, but for students of British history, normally only one.

Grading and Year-End Reviews

Students take most of their graduate courses (generally one half to two thirds of the 18 required) on a graded basis. All courses taken in the first year must be graded. Other courses may be taken as 490 tutorials on a Pass/No Credit basis.

At the end of each academic year, the faculty meets to review the performance of those first-year students whose work has not reached the standards expected of graduate study. The determination of whether to review will be based on course grades (including the 570 paper) and the ability to complete work in a timely manner. Although the review can result in a recommendation to discontinue, in most cases the faculty will address ways to help students improve their graduate work.

All students are reviewed by the faculty at the end of their second year, in order to assess whether they should continue in the program and to share information useful to faculty's further guidance of students. A faculty committee will conduct an initial review of students and prepare a report for the full faculty's consideration. The students' full two years of work will be considered. Decisions will be based on the totality and trajectory of a student's record. Continuation is not guaranteed, but review begins with the assumption that students warrant continuation unless a case to the contrary has emerged. Of paramount concern is whether the student is likely to become a good research scholar and to proceed successfully to and through the dissertation phase of the PhD. Specific criteria for review are:

1. Acceptable progress through the end of the second year in meeting requirements of the student's field, as measured in part by acceptable grades in course work (graded and otherwise) and successful completion of relevant exams. Students with a record of chronic and belatedly fulfilled incomplete grades will elicit special concern.
2. Demonstrated research and writing abilities as seen in the 570, 580, and other written work. All

students, but especially those who struggled in their 570 work, will be expected to complete the 580 in a timely and successful manner.

3. Evidence of developing teaching competence (or for the occasional student not funded through teaching in the second year, the promise of such competence).

Timetable for Admission to Candidacy

Students may take the three required substantive examinations in any order (the usual pattern is minor field, general field, and specialization), but should adhere to the following schedule for meeting the requirements for admission to candidacy:

- 1) First foreign language examination (if necessary) taken by the end of fall quarter of the first year of study (1F);
- 2) Submission of approved minor contract by end of winter quarter of first year (1W);
- 3) One field examination passed by the end of winter quarter of the second year (2W);
- 4) Second foreign language examination (if necessary) passed by the end of spring quarter of the second year (2S);
- 5) Proposed dissertation prospectus submitted to adviser by the first day of classes of the fall quarter of the third year (3F);
- 6) Another field examination passed by the end of winter quarter of the third year (3W);
- 7) Third field examination (and third foreign language, if necessary) passed by the end of the first week of classes of the spring quarter of the third year (3S);
- 8) In addition to all of the above, the successful defense of a dissertation prospectus by the end of spring quarter of the third year (3S) is required for advancement to Ph.D. candidacy.

There is one exception to the above timetable. Students who need to master Arabic or an East Asian language may take it as one of the three courses required per quarter during their graduate training. Because such students must still take the required 18 courses as outlined above, the length of time in course work and the schedule for their exams are extended.

Graduate Courses in History

Students construct their curricula, in consultation with their advisers, from the following types of courses offered by the Department of History:

405 Seminars in Historical Analysis: A varying menu of courses in methodology and/or theory. At least two seminars are offered every year.

410 (American history), **430** (European history), or **450** (African history): General Field Seminars designed to familiarize students in each division of the graduate curriculum with pivotal issues, interpretations, controversies, research techniques, and works in the field. Two seminars are offered in American history and at least one in European and one in African history every year.

420s (American history), **440s** (European history), **460s** (African history) or **480s** (other): Topical Seminars. A variety of topical seminars are offered every quarter as listed in the Graduate School Bulletin ("The Literature of..."Nationalism", "Comparative Industrialization", etc.). A variety of topical seminars are offered every quarter.

490/499 Directed Reading: Tutorials, taken on a graded (499) or ungraded (490) basis, arranged between individual students and faculty for the study of specific areas and topics; tutorials sometimes include attendance at advanced undergraduate course lectures. Up to two 490s may consist of service in teaching assistantships.

570 1st year Research Seminar: A two-quarter course in which all first-year students meet together with a single supervising faculty member, but conduct individual research projects based on primary sources under the codirection of another professor. Offered annually, the 570 seminar is a key component of the first-year program.

580 (American history), **581** (European history), or **582** (African history): Directed Research in the second-year, conducted over two quarters on a tutorial basis with a selected supervisor. Usually but not necessarily in a student's field of specialization, the tutorial ideally serves as the entree to work on a dissertation.



Agamemnon



Thucydides

Hartman Schedel (German, 1440-1514). From *Nuremberg Chronicle, a history of the world from the creation to June 1, 1493*. Nuremberg: Anton Koberger, 1493. Courtesy of Special Collections Department, Northwestern University Library.

Admission and Financial Support

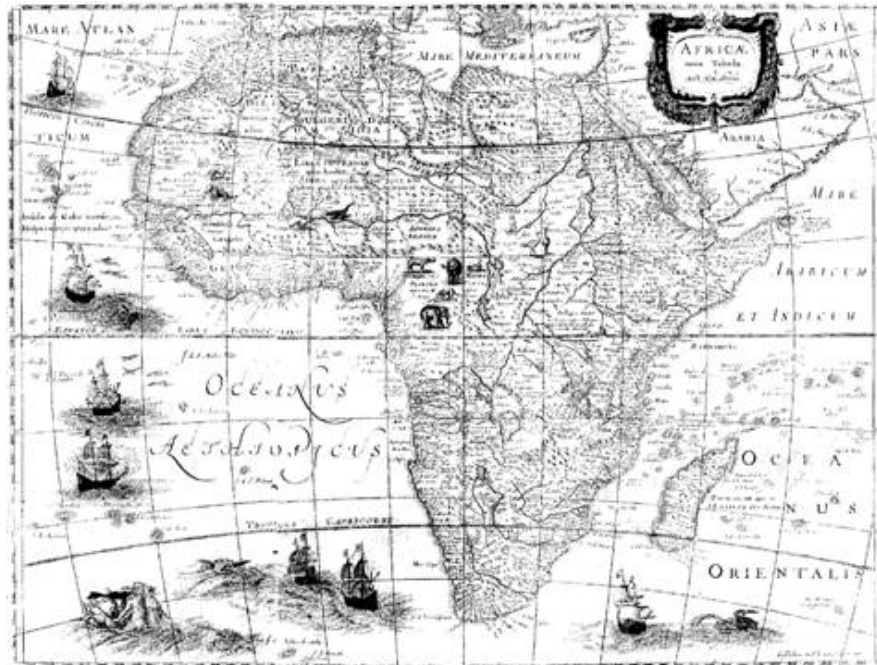
General regulations concerning application for admission and financial aid are published in the Graduate School Bulletin; December 31 is the usual application deadline for financial aid. To support the assessment of applicants' analytical and writing abilities, the Department of History requires that a writing sample accompany each application. The Department prefers papers written for history courses or on historical topics. But applicants should submit whatever sample they believe best exhibits their skills of analysis and exposition. The writing sample should be sent directly to the Department.

Since financial awards for doctoral study are based on academic merit rather than need, applicants for admission should request funding in all but extraordinary cases. All first-year students who do not have external financial awards (federal, state or private) normally receive University fellowships consisting of a full tuition payment and an additional stipend to cover living expenses. The department guarantees support for the first four years of study, including summer support. We usually find support, after the fourth year, for students in good standing and we help students win financial assistance from external sources.

The Department of History has a number of resources to support the research and writing of dissertations for advanced graduate students. The Evan Frankel Fellowship in the Humanities provides full fellowship support for a graduate student at the dissertation stage. The Graduate School offers a substantial number of Research Fellowships and Dissertation Year Fellowships on a competitive basis to advanced graduate students throughout the University to support their thesis writing.

Because teaching is an integral part of the program, most doctoral students serve as teaching assistants in survey courses during their second and third years. Their duties usually include helping the senior faculty plan assignments and write undergraduate examination questions, leading discussion sections, and grading undergraduate examinations and papers.

During their fourth or fifth year of study, students who are writing their dissertations may become advanced teaching assistants who design and offer their own undergraduate seminars. In such cases, students submit their topics and reading lists for Departmental approval but ultimately organize and implement the courses themselves. A number of teaching positions also exist in Northwestern's School of Continuing Studies and Summer Session, where advanced graduate students can teach their own broader courses.



“Africa. Nova Tabula, Auct. Hen. Hondius.” Amsterdam: Jan Janssen, 1654.
Courtesy of Map Collections, Northwestern University Library.

The Faculty in African and Middle Eastern History

Jonathon Glassman (PhD Wisconsin, 1988) specializes in nineteenth and twentieth century East Africa, and in comparative race and slavery. His book, *Feasts and Riot: Revelry, Rebellion, and Popular Consciousness on the Swahili Coast, 1856-1888*, won the Melville Herskovits Prize of the African Studies Association. He has been awarded fellowships from the Social Science Research Council, the Institute for Advanced Studies, and the John Simon Guggenheim Foundation, as well as a Fulbright Senior Research Grant.

Jacob Lassner, Emeritus (PhD Yale, 1963), Philip M. & Ethel Klutznick Professor of Jewish civilization, specializes in medieval Near Eastern History with an emphasis on urban structures, political culture and the background to Jewish-Muslim relations. He has held appointments at the Institute for Advanced Study, the Rockefeller Institute (Bellagio), and The Oxford Centre for Hebrew and Jewish Studies. He is the recipient of awards from the Guggenheim Foundation, the National Endowment for the Humanities (NEH), and the American Council of Learned Societies-Social Science Research Council. Among his publications are seven books, the most recent being *The Middle East Remembered: Forged Identities, Competing Narratives, Contested Spaces*.

Henri Lauzière (Ph.D. Georgetown University, 2008) is an assistant professor of modern Middle East history. His research interests focus on both modern Islamic intellectual history and the political history of the Arab world, including North Africa. His doctoral dissertation, which he completed during a stay at Georgetown University's Edmund A. Walsh School of Foreign Service in Qatar, examines the evolution of Salafism (*al-salafiyya*) and its epistemological underpinnings over the course of the twentieth century. More specifically, it traces a number of key historical steps and conjunctures that transformed Salafism from an Islamic modernist movement into a movement of religious purism, which nowadays is largely associated with Wahhabism and Saudi Arabia. He has served as contributor to the second edition of *The Encyclopedia of the Modern Middle East and North Africa* (2004) and has published in the *International Journal of Middle East Studies*. Fields: Africa and the Middle East; Intellectual history.

Carl Petry (Ph.D. Michigan, 1974), Charles Deering McCormick Professor of Teaching Excellence, specializes in the Islamic World and North Africa,

medieval and modern Egypt, and the social history of the Middle East. He has written *The Civilian Elite of Cairo in the Later Middle Ages*, a study based on a computerized data file containing biographies of 5000 persons active in the administrative and scholastic communities of that city, and subsequent analyses of the political economy of Egypt preceding the Ottoman Conquest titled: *Twilight of Majesty: The Reigns of the Mamluk Sultans al-Ashraf Qaytbay and Qansuh al-Ghawri in Egypt* (a Choice outstanding book, 1993), and *Protectors or Praetorians? The Last Mamluk Sultans and Egypt's Waning as a Great Power*. He has edited and contributed to volume I of *The Cambridge History of Egypt: Islamic Egypt, 640-1517*. His research has been supported by grants from the American Research Center in Egypt, the National Endowment for the Humanities, the J. S. Guggenheim Foundation, the Institute for Advanced Study at Princeton, and the American Council of Learned Societies. He is currently engaged in a study of crime and criminal prosecution in the medieval Islamic world. Teaching interests range from gender relations in pre-modern Muslim societies to the politics of revolutionary Egypt under Nasser and Sadat in the mid-twentieth century.

David Schoenbrun (PhD UCLA, 1990) specializes in African history before the 16th century and in non-traditional sources for writing history. He has received awards from the Social Science Research Council, Fulbright, the National Humanities Center, and the American Council of Learned Societies. His first book, *The Historical Reconstruction of Great Lakes Bantu Cultural Vocabulary: Etymologies and Distributions* appeared in 1997. His second book, *A Green Place, A Good Place: Agrarian Change, Gender, and Social Identity in the Great Lakes Region to the 15th Century*, was named a 1999 CHOICE Outstanding Academic Title. He has also published articles in the *Uganda Journal*, *Azania*, *Sprache und Geschichte in Afrika*, *Journal of African History*, *International Journal of African Historical Studies*, *History Compass*, *History and Theory*, and the *American Historical Review*. He has worked in Botswana, Kenya, Tanzania, Uganda, Rwanda, Burundi, the Democratic Republic of Congo (ex-Zaire), Ghana, Germany, Italy, Belgium, and England. These days he is preparing a new etymological dictionary of Mashariki Bantu in support of a new history of violence, vulnerability, and authority in the Great Lakes region from 800 to 1800. In 2005-2006, he was a Senior Fellow at the Alice Berline Kaplan Center for the Humanities at Northwestern. He is a former Interim Director of the Program of African Studies at Northwestern (2001-2003) and of the African Studies Program at the University of Georgia (1996-1997) and a member of the Editorial

Advisory Boards of the *Journal of African History* and the *International Journal of African Historical Studies*.

The Faculty in American History

Michael Allen (Ph.D. Northwestern University, 2003) is a historian of United States political culture, particularly curious about the ways in which war and memories of war reconfigured U.S. politics in the late twentieth-century. His book *Until the Last Man Comes Home: POWs, MIAs, and the Unending Vietnam War* (forthcoming from the University of North Carolina Press in 2009) examines the unprecedented level of concern regarding captive and missing Americans during and after the Vietnam War to interrogate the ways that official and nonstate actors constructed and contested the meaning of American defeat in Vietnam. A Kansas native, Michael returns to Northwestern after five years on the faculty at North Carolina State University.

Joseph Barton (PhD Michigan, 1971) is a historian of modern United States and Latin America. His research and teaching deals with the topics of immigration, labor, and environment, in the case of the United States, and in the themes of peasantries and rural communities, in connection with Latin America. The author of *Peasants and Strangers: Italians, Romanians, and Slovaks in an American City, 1890-1950* (Harvard University Press, 1975), and recipient of American Council of Learned Societies, NEH, and Fulbright fellowships, he has recently completed a book on capitalism and the persistence of community in Mexico and the Southwest, 1880-1930. His new research takes up two topics, one the experience of rural women in Mexico in the early 20th century, the other East-Central and Southern European immigrants' health care between 1880 and 1940. He currently serves as director of the Chicago Field Studies Program and as co-director (with Brodwyn Fischer of History and Jorge Coronado of Spanish and Portuguese) of "How Do the Poor Constitute Community?" a Rockefeller Foundation funded project in the Program on Latin American and Caribbean Studies.

Henry Binford (PhD Harvard, 1973) is an urban historian specializing in the nineteenth century evolution of sub-communities within cities, including suburbs and slums. He is also interested in efforts to redevelop cities in the twentieth century. His publications include *The First Suburbs: Residential Communities on the Boston Periphery, 1815-1860*. He has received research support from the National Humanities Center, the National Endowment for the Humanities, and the Newberry Library. He was the

Charles Deering McCormick Professor of Teaching Excellence for three years.

Francesca Bordogna (PhD University of Chicago, 1998) studies the history of science and history of philosophy. She specializes on the history of psychology and the human sciences. She has published articles on the history of pragmatism and psychology, and is currently completing her book manuscript "William James at the Boundaries," a study of the ways in which William James negotiated the relationships between philosophy and the human sciences. She has been twice a fellow at the Max Planck Institute for the History of Science, Berlin, and a Whiting fellow at the Franke Institute for the Humanities, University of Chicago.

T.H. Breen (PhD Yale, 1968), William Smith Mason Professor of American History, is an Early American historian interested in the history of political thought, material culture, and cultural anthropology. A Guggenheim fellow, he has held appointments at the Institute for Advanced Study and the National Humanities Center as well as the Pitt Professorship of American History and Institutions at Cambridge University and the Harmsworth Professorship at Oxford University. His publications include five monographs, among them *Tobacco Culture: the Mentality of the Great Tidewater Planters on the Eve of Revolution* (recipient of the T. Saloutos Prize) and *Imagining the Past: East Hampton Histories* (winner of the Historical Preservation Book Prize), as well as portions of the highly successful undergraduate text, *America: Past and Present*. Breen has just published *Marketplace of Revolution: How Consumer Politics Shaped American Independence*, with Oxford University Press, and won the Colonial War Society Prize for the best book in 2004 on the American Revolution. A recent recipient of an Alexander von Humboldt Award from the German government and a Fellowship from the Max Planck Institute, he is now working on a new book tentatively entitled "The Collapse of an American Empire: Revolutionary Political Culture, 1774-1776."

Darlene Clark Hine (PhD Kent State University, 1975) is a leading historian of the African American experience who helped found the field of black women's history and has been one of its most prolific scholars. A past-president of the Organization of American Historians and the Southern Historical Association and the winner of numerous honors and awards, she is the Board of Trustees Professor of African American Studies and History at Northwestern. Her numerous publications include *The African-American Odyssey, Black Victory: The Rise and Fall of the White Primary in Texas, Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950, The Harvard Guide to American History, Hine Sight: Black Women and the Re-Construction of American History, More Than Chattel: Black Women and Slavery in the Americas, A Question of Manhood: A Reader in U.S. Black Men's History and*

Masculinity, A Shining Thread of Hope: The History of Black Women in America, Speak Truth to Power: Black Professional Class in United States History, and "We Specialize in the Wholly Impossible": A Reader in Black Women's History. She has been awarded fellowships and grants by the American Council of Learned Societies, the Center for Advanced Study in the Behavioral Sciences, the Ford Foundation, the National Endowment for the Humanities, the National Humanities Center, the Radcliffe Institute for Advanced Study, and the Rockefeller Foundation.

Jennifer S. Light is an associate professor at Northwestern University, in the School of Communication and the Departments of History and Sociology, and Faculty Associate at the Institute for Policy Research. She received an AB in History and Literature (1993) and PhD in History of Science (1999) from Harvard University, and also holds an MPhil in History and Philosophy of Science from Cambridge University (1994), where she was the Lionel de Jersey Harvard Scholar. Light has taught courses on the history and sociology of technology at Northwestern, Harvard, and the University of Edinburgh, and held the Derek Brewer Visiting Fellowship at Cambridge University. She has also consulted for the RAND Corporation's National Defense Research Institute.

Light works on historical and contemporary issues raised by the intersections between new technologies and urban life. She is the author of *From Warfare to Welfare: Defense Intellectuals and Urban Problems in Cold War America* (Johns Hopkins University Press, 2003; paperback 2005), and articles appearing in *Technology and Culture; Gender, Place, and Culture; Ecumene; Environment and Planning D: Society and Space; Journal of the American Planning Association, and International Journal of Urban and Regional Research.* She has also contributed to anthologies including *Virtual Geographies, Living in the Information Age, Gender and Technology: A Reader, and Using History to Improve Computer Science Education.* Light's recent research has been awarded grants from the Graham Foundation for Advanced Studies in the Fine Arts and the Historical Society of Southern California. She serves on the editorial boards of the *Journal of Communication* and the *IEEE Annals of the History of Computing*, on the Steering Committee of the Newberry Library's Seminar on Technology, Politics, and Culture, and is Program Chair for the 2006 meeting of the Society for the History of Technology. Light is currently at work on a history of urban simulations under contract to Johns Hopkins University Press.

Nancy MacLean is Professor of History and African American Studies and Chair of the History

Department. She teaches a wide range of courses on the twentieth-century U.S., with a particular focus on the history of social movements and public policy. She received a combined B.A. and M.A., *magna cum laude*, honors in history, from Brown University in 1981 and later entered the first Ph.D. program in the country in American women's history at the University of Wisconsin-Madison, where she received her doctorate in 1989. Her first book, *Behind the Mask of Chivalry: The Making of the Second Ku Klux Klan* (New York: Oxford University Press, 1994), was one of the earliest studies to apply gender analysis to men as historical actors and to explore the workings of what has since come to be called "whiteness" in a reactionary movement. Named a "noteworthy" book of the year by the *New York Times Book Review*, *Behind the Mask of Chivalry* received the Rawley Prize from the Organization of American Historians, the Owsley Prize from the Southern Historical Association, and the Rosenhaupt Award from the Woodrow Wilson National Fellowship Foundation.

Her most recent book is *Freedom Is Not Enough: The Opening of the American Workplace* (Harvard University Press and the Russell Sage Foundation, Jan. 2006 <http://www.hup.harvard.edu/catalog/MACFRN.html>). She is currently working on a short textbook called *The Modern Women's Movement: A Brief History with Documents* (Bedford/St. Martin's, forthcoming 2007). Her articles have appeared in *Feminist Studies, Gender & History, Labor, Labor History, the Journal of American History, The Nation, and the OAH Magazine of History* as well as several edited collections. A recipient of fellowships from the Woodrow Wilson Foundation, the American Council of Learned Societies, and the Russell Sage Foundation, as well as Northwestern's Institute for Policy Research and Kaplan Humanities Center, she is one of Northwestern's Charles Deering McCormick Professors of Teaching Excellence.

MacLean also serves as co-chair of the Chicago Center for Working-Class Studies, a consortium of individuals from local educational institutions working to "make class visible" by working with labor and community organizations to build public dialogue around class issues, and as senior history advisor to Creating a Community of Scholars, a 3-year U.S. Department of Education Teaching American History grant project in partnership between Evanston Township High School, Northwestern University's History Department, and the national Minority Student Achievement Network.

Kate Masur (PhD University of Michigan 2001) works on questions of race and citizenship in the nineteenth-century United States and is especially interested in cities, social movements, and political theory, as well as slave emancipations throughout the Atlantic World. Her dissertation, "Reconstructing the Nation's Capital: The Politics of Race and Citizenship in the District of Columbia, 1862-1878," received awards from the University of Michigan and the American Studies

Association. She is an editor of *Freedom: A Documentary History of Emancipation, 1861-1867, ser. 3, vol. 2: Land and Labor, 1866-1867* (under contract with Cambridge University Press) and is currently revising her dissertation for publication. Kate joined the Northwestern faculty in fall 2005 after spending the previous year as a fellow at the Library of Congress's John W. Kluge Center.

Susan Pearson (PhD University of North Carolina, 2004) is an historian of nineteenth-century America with special interest in the cultural politics of reform, rights discourse, the development of American liberalism, and the history of human-animal relations.

Her first book, *The Rights of the Defenseless: Animals, Children, and Sentimental Liberalism in Nineteenth-Century America*, examines the institutional and cultural linkages between animal and child protection organizations and will be published by the University of Chicago Press.

She is also the founding editor of H-Animal, the H-Net Network on Animal Studies. For more information, see: <http://www.h-net.org/~animal/>

Dylan Penningroth (PhD, Johns Hopkins 1999) works in African American history and in U.S. social and legal history. He is affiliated with Northwestern's Department of African American Studies, and holds a joint appointment as Research Fellow at the American Bar Foundation. Before coming to Northwestern, he taught at the University of Virginia (1999-2002). He has worked in a variety of areas of American history: on the history of black family and community life, on the ownership of property by slaves, and on ideologies of slavery in the U.S. and Ghana. His work has been honored with the Allan Nevins Prize, the Huggins-Quarles Prize, the Avery Craven Prize, and a Newberry Library National Endowment for the Humanities Fellowship. He is the author of *The Claims of Kinfolk: African American Property and Community in the Nineteenth-Century South* (2003). Articles include "Slavery, Freedom, and Social Claims to Property in Liberty County, Georgia, 1850-1880" *Journal of American History* (1997); "My People, My People: The Dynamics of Community in Southern Slavery," in *New Studies in the History of American Slavery* (2006); "The Claims of Slaves and Ex-Slaves to Family and Property: A Transatlantic Comparison," *American Historical Review* (2007); and "The Preacher's Wife: Law, Divorce, and Respectability Among African Americans, 1865-1930" (forthcoming 2008). From 2008-2011, he is serving on the Editorial Board of the *Journal of American History*.

Claire Priest (BA, JD, PhD, Yale University) joined the Northwestern Law faculty in fall 2002 as an Assistant Professor of law. Her research interests include contracts, property, remedies, commercial

law and legal history. Professor Priest served as an Articles Editor (1999-2000) and Symposium Chair (1998-99) for the Yale Law Journal. Her Ph.D. dissertation was awarded the Yale Graduate School's George Washington Egleston Prize for the best dissertation in American History, and the Economic History Association's Allan Nevins Prize for the best dissertation in American or Canadian Economic History (2003).

Past Appointments: Law Clerk, Hon. Jon O. Newman, U.S. Court of Appeals for the Second Circuit, 2001-02; Samuel I. Golieb Fellow in Legal History, New York University School of Law, 2000-01; Research Associate, Yale Law School Center for Law, Economics and Public Policy, summers 1998 and 1999.

Selected Publications: "Law and Commerce" in *The Cambridge History of Law in America* (forthcoming); "Currency Policies and Legal Development in Colonial New England" in the *Yale Law Journal* (2001); "Note, Colonial Courts and Secured Credit: Early American Commercial Litigation and Shay's Rebellion" in the *Yale Law Journal* (1999).

Michael Sherry (PhD Yale, 1974) is a historian of war in twentieth century America, especially war and political culture, and gay/lesbian culture. For 1998-2001, he also served as Associate Dean of Weinberg College, Northwestern University. His books include *Preparing for the Next War: American Plans for Postwar Defense, 1941-45* (1977), *The Rise of American Air Power: The Creation of Armageddon* (1987), which won the Bancroft Prize in 1988, and *In the Shadow of War: The United States since the 1930s* (1995). He has contributed frequently to the *New York Times Sunday Book Review*. Recent or forthcoming essays are in *Diplomatic History*, *Chronicle of Higher Education*, *Columbia History of the Postwar United States*, and *Review of International Relations*. He is currently finishing a book on gay male figures in American culture during the Cold War and starting work on a sequel to *In the Shadow of War*.

Carl Smith (Ph.D. American Studies, Yale University) is Franklyn Bliss Snyder Professor of English & American Studies. He is the author of *Chicago and the American Literary Imagination, 1880-1920* (1984) and of *Urban Disorder and the Shape of Belief: The Great Chicago Fire, the Haymarket Bomb, and the Model Town of Pullman* (1994), which won the Urban History Association's prize for Best Book in North American Urban History and the Society of Midland Authors' first prize for non-fiction. He is also the curator of the online Chicago Historical Society exhibitions, *The Great Chicago Fire and the Web of Memory* (<http://www.chicagohistory.org/fire>) and *The Dramas of Haymarket* (<http://www.chicagohistory.org/drama>), which appeared in 1996 and 2000, respectively, and have received several awards. A recipient of a WCAS Outstanding Teaching Award, Smith was named Charles Deering McCormick Professor of Teaching Excellence in

1994. He teaches American literature and cultural history and holds a joint appointment in the history department.

Ji-Yeon Yuh (PhD University of Pennsylvania, 1999) specializes in Asian American history and Asian diasporas. She is the author of *Beyond the Shadow of Camptown: Korean Military Brides in America* (New York University Press, 2002). A history of Korean women who immigrated to the United States as the wives of U.S. soldiers, this work examines the dynamics of race, culture, gender and nationalism from the perspective of Korean military brides. With a fellowship from the Social Science Research Council, she recently spent a year in China and Japan researching ethnic Korean communities for a comparative study of the Korean diaspora in China, Japan and the United States. This study examines policies toward minority ethnic groups and their impact on the development of community and identity, as well as the ways in which experiences of Koreans in the diaspora are connected and divided by the history of the Korean peninsula in the twentieth century. As such, the study examines issues of imperialism, gender, history and memory, race and racialization, and the uses and misuses of ideology. She has also done research on refugees from North Korea, on socialist Koreans in China and Japan in the immediate post-WWII period, and on the Korean reunification movement in the United States. She is a co-founder of the Alliance of Scholars Concerned about Korea (www.asck.org), an organization devoted to educating policy makers and the public, and serves as their Media Liaison and National Spokesperson.

The Faculty in Asian History

Peter J. Carroll (PhD Yale, 1998) specializes in the social and cultural history of 19th and 20th century China. His research interests include urban history, Chinese modernism, popular and material culture, gender/sexuality, and nationalism. A two-time Fulbright recipient, he has also held fellowships with the Project on Cities and Urban Knowledges, International Center for Advanced Studies, New York University; the Center for Chinese Studies, University of California, Berkeley; and the Library of Congress's John W. Kluge Center. From February to September 2004, he was a visiting fellow at the Shanghai Academy of Social Sciences. His book, *Between Heaven and Modernity: Reconstructing Suzhou, 1895-1937*, is forthcoming from Stanford University Press in 2006. He is currently working on a book on suicide and ideas of modern society in China during the first half of the 20th century. During the summer of 2006, he will be a fellow at the National Central Library, Taipei, Taiwan.

Laura E. Hein (PhD Wisconsin, 1986) specializes in the history of Japan in the 20th century and its international relations. She has recently completed *Reasonable Men, Powerful Words: Political Culture and Expertise in Twentieth Century Japan*, (University of California), which explores various ways in which economic expertise intersected with politics through a study of the lives of a tight-knit group of Japanese intellectuals. She also has a strong interest in problems of remembrance and public memory, resulting in three co-edited books with Mark Selden: *Living with the Bomb: American and Japanese Cultural Conflicts in the Nuclear Age* (1997), *Censoring History: Citizenship and Memory in Japan, Germany, and the United States* (2000), and *Islands of Discontent: Okinawan Responses to American and Japanese Power* (2003). She regularly offers a graduate seminar on Commemoration as a Historical Problem. She also publishes on economic policy and the ideology of economic growth in postwar Japan, particularly *Fueling Growth: The Energy Revolution and Economic Policy in Postwar Japan* (1990) which began life as a dissertation at the University of Wisconsin-Madison. She is on the editorial boards of *Critical Asian Studies*, the *Journal of Japanese Studies*, *The Journal of American-East Asian Relations*, and *Japan Focus*, a web-based journal and archive.

Her work has been supported by Fulbright, Social Science Research Council, National Endowment for the Humanities, and Woodrow Wilson International Center fellowships.

Rajeev K. Kinra (Ph.D. University of Chicago, 2007) will join the History department in 2007-08. He specializes in South Asian intellectual history, particularly in early modern north India. His research draws on several linguistic traditions (including Persian, Hindi-Urdu, and Sanskrit), and speaks to a number of related themes: literary and political culture; modes of cultural translation and religious dialogue; memory and historiography; literary periodization and canonicity; Orientalist constructions of the past; and the South Asian imperial imagination, from antiquity to the present.

Many of these themes are explored in his dissertation, "Secretary-Poets in Mughal India and the Ethos of Persian: The Case of Chandar Bhan 'Brahman'", which examines the life, Persian writings, and cultural-historical milieu of the celebrated Mughal *litterateur*, Chandar Bhan 'Brahman'—who rose from a provincial clerkship in seventeenth-century Punjab all the way to the rank of imperial Chief Secretary (*mir munshi*) during the reign of Emperor Shah Jahan (the famous builder of the Taj Mahal, r. 1628-58). Each chapter treats some facet of Chandar Bhan's writings and related historical or literary materials as a focal point from which to address matters of more general concern for our understanding of the long trajectory of Indo-Persian literary culture and history.

His research has been supported by fellowships from the Fulbright commission, the Franke Institute for the Humanities (University of Chicago), and most recently the Center for Advanced Study, Wissenschaftskolleg zu Berlin. He has also received language fellowships from the Eastern Consortium on Persian and Turkish, the Title VI Foreign Language Area Studies (FLAS) program, and numerous research grants from the Committee on Southern Asian Studies (COSAS).

In addition to review articles and opinion pieces, his current publications include "The World the Mughals Made," an instructional manual chapter for the *Longman's Anthology of World Literature* (edited by Sheldon Pollock), and he has three articles in preparation: on Dara Shukoh's eclectic 17th-century cultural circle; on the framework of literary-historical periodicity in the Mughal poetics of *taza-gu'i* ("speaking the fresh/new"); and on the deep history of virtue and ethics as articulated in Indo-Persian secretarial culture.

Melissa Macauley (Ph.D. Berkeley, 1993) specializes in late imperial and modern Chinese history. Her research interests include social history and legal culture, the Chinese in Southeast Asia, and the problem of transnational crime in the context of migration and trade. Her first book, *Social Power and Legal Culture: Litigation Masters in Late Imperial China* (1998) was named a Choice Outstanding Academic Book in 1999. Her work has been supported by the American Council of Learned Societies, the National Endowment for the Humanities, the Mellon Foundation, Fulbright-Hays (Department of Education), and the Committee on Scholarly Communication with the People's Republic of China, among others. She has also served as the An Wang Postdoctoral Fellow in Chinese Studies at Harvard University and as a Senior Research Scholar at the Institute for Qing History at People's University (Beijing). She is currently working on a book titled *Crime and Migration in the South China Seas, 1856-1945*. She was awarded a Distinguished Teaching Award in 1999.

John R. McLane, Emeritus (PhD School of Oriental and African Studies, London, 1961) teaches about South and Southeast Asia, while his research focuses on India in the 18th, 19th, and 20th centuries. He has published books on pre-Gandhian Indian nationalism and on the politics of landholding in Bengal during the 18th century transition between Mughal and British rule. His current research concerns the "uses of difference", the deployment of cultural stereotypes by Indian leaders seeking to reform and/or preserve Indian culture during and after British rule.

Amy Stanley (Ph.D. Harvard, 2007) specializes in the history of early modern Japan. She is particularly

interested in women's history, the history of gangsters and the underworld, and the formation of social policy in early modern cities and towns. She is the recipient of fellowships from the Japanese Ministry of Education, the Japan Foundation, and the Whiting Foundation, and she has studied at Kansai University in Osaka and Waseda University in Tokyo. Her dissertation, which she is currently revising for publication, explores official and popular attitudes toward the sex trade in provincial Japan between 1600 and 1868. Other recent work includes an article on adultery and punishment in Tokugawa Japan and research on education for geisha during the Meiji period.

The Faculty in European History

Medieval and Early Modern

Dyan Elliott (PhD Toronto, 1989), John Evans Professor of History, is a historian of western Europe in the Middle Ages. Her interests center around gender, spirituality, and sexuality and the way these three variables interact. She is especially intrigued by how the margins help to define the center of a given society. Elliott's publications include **Spiritual Marriage: Sexual Abstinence in Medieval Wedlock** (1993); **Fallen Bodies: Pollution, Sexuality, and Demonology in the Middle Ages** (1999); and **Proving Woman: Female Spirituality and Inquisitional Culture in the Later Middle Ages** (2004). This latter work was the winner of the 2006 Otto Grundler Award for outstanding contribution to the field of medieval studies. Elliott's research has been supported by fellowships from the ACLS, the Institute for Advanced Study (Princeton), the National Humanities Center, and the Rockefeller Foundation in Bellagio. Current projects include a study of the tangible consequences of medieval nuptial imagery and an examination of the crisis of authenticity resulting from Latin Christendom's encounter with the dualist Cathars.

Regina Grafe (PhD London School of Economics and Political Science 2001) is a historian of early modern Spain with a special interest in economic history. Her recent book *Entre el Mundo Ibérico y el Atlántico* traced the transformation of northern Spain in the wake of the region's integration into the English North Atlantic in the 16th and 17th centuries. Currently, her work centres on a book project that traces the sources of peninsular Spain's painfully slow economic, political and social integration between the late 17th and the early 19th centuries and on a parallel study of the political economy of Spanish imperial rule. She was elected to a Prize Fellowship at Oxford's Nuffield College 2003-6 and has enjoyed support from the European Union's Marie Curie

Fellowship Programme, the Netherlands Organisation for Scientific Research and the Library Company Philadelphia.

Richard Kieckhefer (PhD Texas, 1972) is a member of the Religion department and holds a joint appointment in the History department. His research focuses on late medieval religious culture, including mystical theology, magic, witchcraft, and church architecture in relationship to parish religion. He is the author of six books on medieval religion, most recently *Forbidden Rites: A Necromancer's Manual of the Fifteenth Century*. He has also published *Theology in Stone: Church Architecture from Byzantium to Berkeley* (Oxford UP, 2004). He has won NEH and Guggenheim awards.

Robert E. Lerner, Emeritus (PhD Princeton, 1964), Peter B. Ritzma Professor in the Humanities, is a medieval historian working on millenarian movements, heresy, and religious, intellectual, and cultural history. He has written or co-authored nine books, including *The Age of Adversity*, *The Heresy of the Free Spirit*, *The Powers of Prophecy*, *The Feast of Saint Abraham*, and *Western Civilizations* (co-authored: now in its fourteenth edition). A Fellow of the Medieval Academy and the American Academy in Rome, he has been a member of the Institute of Advanced Study and has won awards from the Guggenheim Foundation, the Woodrow Wilson Center for Scholars, the Max Planck Society of the Federal Republic of Germany, and the Ecole des Hautes Etudes en Sciences Sociales (Paris).

Edward Muir (PhD Rutgers, 1975) is the Clarence L. Ver Steeg Professor in the Arts and Sciences and works in Italian social and cultural history, especially during the renaissance. Besides receiving Guggenheim and NEH fellowships, he has been a fellow at the Harvard University Center for Italian Renaissance Studies at Villa I Tatti, the Institute for Advanced Study, the National Humanities Center, and the Center for Advanced Study in the Behavioral Sciences. He has edited three volumes of translated essays from the prominent Italian historical journal, *Quaderni Storici*, is a general editor of the book series "Palgrave Early Modern History: Culture and Society," and has served on the Board of Editors of *The American Historical Review* and *The Journal of Interdisciplinary History*. He is the author of *Civic Ritual in Renaissance Venice*, which won the Adams and Marraro Prizes, *Mad Blood Stirring: Vendetta in Renaissance Italy*, which also won the Marraro Prize, and *Ritual in Early Modern Europe*. He is the coauthor of the textbook, *The West: Encounters and Transformations*. He is currently working on a series of essays on the idea of community in Renaissance Italy and a book, *The Culture Wars of Late Renaissance Venice*.

Modern

Ken Alder (PhD Harvard, 1991) studies the history of science and technology in the context of social and political change. His first book, *Engineering the Revolution: Arms and Enlightenment in France, 1763-1815*, appeared in 1997 and won the Dexter Prize from the Society of the History of Technology. His second book, *The Measure of All Things: The Seven-Year Odyssey and Hidden Error that Transformed the World*, appeared in 2002. It won the Davis Prize from the History of Science Society, the Dingle Prize of the British Society for the History of Science, and was co-winner of the Kagan Prize for European history from The Historical Society. It is being translated into 14 languages. For his current project, a comparative study of the relationship between science and the law in France and America from the seventeenth century to the present, he has received fellowships from the National Endowment for the Humanities, the National Science Foundation, and the American Bar Foundation. The first installment of this project, a history of the lie detector in twentieth-century America, will explore the role of scientific "truth-telling" in the production of justice. He also serves on the editorial boards of *Isis* and *Technology & Culture*. His website address is: <http://www.kenalder.com/>

John Bushnell (PhD Indiana, 1977) is a Russian historian with many specialties, including peasant culture and contemporary Russian society. He has won awards from the NEH and has been an IREX fellow. His first book was *Mutiny amid Repression: Russian Soldiers in the Revolution of 1905-1906*, and his *Moscow Graffiti: Language and Subculture* was published in 1990. He is currently working on a study of Russian peasant marriage from the 1690s to the 1960s, and projects on Russian popular culture, and popular sedition in post-Stalin society.

Benjamin Frommer (Ph.D. Harvard University, 1999) specializes in the history of East-Central Europe, with a focus on the periods of Nazi and Communist rule. He is primarily interested in collaboration and resistance under repressive regimes, the use of courts for political ends, the consequences of ethnic cleansing, and the development of modern nationalism. Frommer is the author of *National Cleansing: Retribution against Nazi Collaborators in Postwar Czechoslovakia* (New York: Cambridge University Press, 2005). During the academic year 2004-2005 he was a Visiting Fellow at the Institut für die Wissenschaften vom Menschen (Institute for Human Sciences) in Vienna, Austria. He is currently the Director of Graduate Studies for the Department of History.

Peter Hayes (PhD Yale, 1982), the Theodore Z. Weiss Professor of Holocaust Studies, specializes in the history of Germany in the 20th century, particularly the Nazi

period. He is the author or editor of seven books, including *From Cooperation to Complicity: Degussa in the Third Reich* (2004) and a prize-winning study of the IG Farben corporation in the Nazi era. He is currently working on two other books: *Profits and Persecution: German Big Business and the Holocaust* and *The Failure of a Generation: German Elites and National Socialism*. In addition, Hayes is co-editing (with John K. Roth) *The Oxford Handbook of Holocaust Studies* and serving as the sole American member of the Independent Historians' Commission appointed by the German Foreign Minister in 2006 to investigate the history of the German diplomatic service during the Nazi regime and in its aftermath. A recipient of the WCAS Distinguished Teaching Award and the Northwestern Alumni Association's Excellence in Education Award, he has also held fellowships from the DAAD, the ACLS, and the Harry Frank Guggenheim Foundation. He is a member of the Academic Board of the German Society for Business History and of the Academic Committee of the U.S. Holocaust Memorial Council.

T. William Heyck, Emeritus (PhD Texas, 1969), Charles Deering McCormick Professor of Teaching Excellence, is a historian of 19th and 20th century Britain and Ireland, and the author of *The Dimensions of British Radicalism: The Case of Ireland, 1874-95*, *The Transformation of Intellectual Life in Victorian England*, and *The Peoples of British Isles: A New History* (2 volumes). He is currently working on *The Idea of the Intellectual in 20th Century Britain*, which will include a study of British intellectuals in the public sphere, as well as the origins and development of key academic disciplines.

Tessie P. Liu (PhD Michigan, 1987) teaches comparative women's history and modern European history. In 1994 she published *The Weaver's Knot: The Contradictions of Class Struggle and Family Solidarity in Western France, 1750 to 1914*. Her current research focuses on the role of gender in the historical construction of the concept of race during the French Revolution. She also has published articles on race and multiculturalism in women's history. Recently joining *Feminist Studies* as an editor, she continues to serve on the editorial collective of *Gender and History*. Her research has been supported by fellowships from the Social Science Research Council, American Council for Learned Societies and the National Endowment for Humanities.

Sarah C. Maza (PhD Princeton, 1978), Jane Long Professor in the Humanities specializes in the social and cultural history of eighteenth and nineteenth century France. She has published three books, *Servants and Master in Eighteenth-Century France*

(1983), *Private Lives and Public Affairs: the Causes Celebres of Pre-Revolutionary France* (1993), which won the David Pinkney Prize of the Society for French Historical Studies, and *The Myth of the French Bourgeoisie: An Essay on the Social Imaginary, 1750-1850* (2003) winner of the George Mosse Prize of the American Historical Association. Her work has been supported by the National Endowment for the Humanities, the National Humanities Center, the Woodrow Wilson Center, and the John Simon Guggenheim Foundation. Also interested in issues of historical methodology, she has coedited the *Blackwell Companion to Western Historical Thought* and published articles about cultural history, history and literature, and interdisciplinarity. She regularly teaches a 405 seminar which introduces students to the theory and practice of cultural history.

Joel Mokyr (PhD Yale, 1974), the Robert H. Strotz Professor of Arts and Sciences, holds a joint appointment in economics as well as a Sackler Professorial Fellow at the Eitan Berglas School of Economics at the University of Tel Aviv. He is particularly interested in the economic history of technology and population, but considers himself a general-purpose economic historian. A former editor of the *Journal of Economic History*, he served as the editor in chief of the *Oxford Encyclopedia of Economic History* (5 vols., 2004), and continues to be editor in chief of a book series published by Princeton University Press, *The Princeton University Press Economic History of the Western World*. A former chair of the Economics Department and President of the Economic History Association, he is a member of the American Academy of Arts and Sciences and a number of comparable institutions in Europe. Among his publications are *The Lever of Riches* (1990) and *The British Industrial Revolution* (1993, second, revised edition, 1998), and *The Gifts of Athena* (2002). He has previously worked on the Irish Famine, nineteenth-century industrialization on the European Continent, and the economic effects of the Napoleonic Wars. He is currently working on two books: *The Enlightened Economy: an Economic History of Britain, 1700-1850*, and *Neither Fluke nor Destiny: Evolutionary Models in Economic History*.

Alexandra Owen (PhD University of Sussex, 1987) is a social and cultural historian specializing in nineteenth and twentieth century Britain. Her research interests include interdisciplinary approaches to questions of gender and sexuality, the history of medicine and psychology, and modern heterodox spiritualities, and new work focuses increasingly on issues of subjectivity and cultural modernity. She is the author of *The Darkened Room: Women, Power and Spiritualism in Late Victorian England*, and *The Place of Enchantment: British Occultism and the Culture of the Modern* published by the University of Chicago Press in 2004. She is currently working on a new project on the emergence of new

understandings and experience of the self in the modern period. The recipient of Rockefeller, Fulbright, and National Endowment for the Humanities fellowships, she has been a research fellow at Harvard University and the National Humanities Center. Professor of History and Board of Lady Managers Professor of Gender Studies, she regularly teaches a 405 seminar introducing graduate students to theoretical and methodological issues in women's and gender history.

Yohanan Petrovsky-Shtern received a Ph.D. in comparative literature from Moscow University (1988) and a Ph.D. in Modern Jewish History from Brandeis University (2001). He has been a Rothchild Fellow at Hebrew University (Jerusalem) and is now an Associate Fellow at Davis Center for Russian Studies at Harvard University. He has edited books and published numerous articles in comparative literature and is the author of a monograph *Evrei v Russkoi Armii, 1827-1914* [Jews in the Russian Army] (2003). He wrote chapters for the books "Military and Society in Russia, 1450-1917" (2002), "Jewish Life after the USSR: A Community in Transition" (2003), "Between Two Worlds: Ansky and Russian Jewish Culture" (2005). His articles on pre-modern and modern Jewish history have appeared in "KRITIKA: Explorations in Russian and Eurasian History," "POLIN: Studies in Polish Jewry," "East European Jewish Affairs," "Jewish Social Studies," "Association of Jewish Studies Review," "Ab Imperio," "Jewish Quarterly Review," "Ukrainian Quarterly," and others. At present he is working on a book project "Drafted into Modernity: Jews in the Russian Army (1827-1917)."

The Faculty in Latin American History

Sherwin Bryant (PhD Ohio State University, 2003) is a historian of colonial Latin America who specializes in comparative slavery and the African experience in Latin America. His dissertation was titled "Slavery and the Process of Ethnogenesis: Africans, Afro-Quitenos, and the Realities of Bondage in the Kingdom of Quito, 1680-1800."

Geraldo Cadava (Ph.D. Yale University, 2008), a native of Tucson, Arizona, specializes in histories of the U.S.-Mexico border region and Latina and Latino populations in the United States. His current project

is a history of the Arizona-Sonora border region since World War II, called "Corridor of Exchange: Culture and Ethnicity in Tucson's Modern Borderlands." It focuses on the cultural events, institutions, and phenomena--such as a rodeo, department store, university, and public art controversy--that have shaped that area's transborder interactions and rise as a focus of national immigration debate. This project has received support from Mellon Mays Graduate Initiatives Programs; the Ford Foundation; the Beinecke Rare Book and Manuscript Library; the Howard R. Lamar Center for the Study of Frontiers and Borders; and a Huggins-Quarles Prize from the Organization of American Historians. Current research projects include histories of the U.S.-Mexico Border Wall; memories of the U.S.-Mexico War between 1846 and 1916; and the movement of Mexican and Mexican American artists between Mexico and the United States, from 1920 to 2000

Brodwyn Fischer (Ph.D., Harvard, 1999) specializes in modern Brazil and Latin America, with an emphasis on the histories of law, urban transformation and social inequality. Her dissertation, "The Poverty of Law: Rio de Janeiro, 1930-1964," a study of the legal bases of urban inequity in 20th century Brazil, received awards from Harvard University and from the New England Council of Latin American Studies. A recipient of grants from the Fulbright Commission, the Social Science Research Council, and the Mellon Foundation, Fischer is currently revising her dissertation for publication. Her recent work includes articles on the influence of racial discrimination on Brazilian legal practice and research on the evolution of shantytowns and property rights in urban Brazil and Mexico.

Frank R. Safford (PhD Columbia, 1965) is an historian of Latin America, whose research in economic and political history deals with Colombia throughout its history but also spans Spanish America as a whole in the nineteenth century. Among the topics he has treated are patterns in politics, entrepreneurship and commerce, and constraints to economic development. Among his publications are: *The Ideal of the Practical: Colombia's Struggle to Form a Technical Elite* (Austin, 1976); *Aspectos del siglo xix en Colombia* (Medellín, 1977); "Politics, Ideology and Society in Post-Independence Spanish America," *Cambridge History of Latin America*, vol. III (1985); *Agrarian Structure and Political Power: Landlord & Peasant in the Making of Latin America*, with Evelyne Huber (Pittsburgh, 1995); and *Colombia: Fragmented Land, Divided Society*, with Marco Palacios (New York, Oxford, 2002). He currently serves as Director of Northwestern's undergraduate major in International Studies.

Interdepartmental Strengths

Graduate students in history at Northwestern draw on clusters of faculty strength that extend well beyond the limits of the history department. The examples that follow are indicative rather than exhaustive.

African Diaspora and African American History

Northwestern is emerging as a leading center for graduate study of the African Diaspora and African American history. The History Department, African American Studies, and African Studies have together assembled an outstanding roster of distinguished senior scholars and innovative young scholars working on all aspects of the black diaspora. Building on Northwestern's historic standing as the premier African history program in the United States thanks to our pioneering and unrivaled Herskovits Library of African Studies, we have in recent years hired new faculty at all levels in African American history, African history, Afro-Caribbean history and Latin American history. They work in varied subfields: history of pre-colonial Africa, history of slavery, women's history, black social and political history, history of religion, empire and anti-colonialism, comparative race and ethnicity, cultural history, and other diasporas. In 2004-05, Northwestern will be inaugurating a new Center for African American History that will support faculty and graduate student research and sponsor lectures, symposia, and other events.

In addition, our students can take advantage of outstanding faculty in the related disciplines of Anthropology, English, Law, Political Science, Religion, Performance Studies, Sociology, and Theater who have joint appointments with African American Studies and African Studies. Northwestern students have easy access to the vast resources of the Chicago area for research in the African Diaspora and African American history: among them the Chicago Historical Society, the DuSable Museum, the Harsch Collection, and the Newberry Library (see below for links). Northwestern's Institute for Policy Research also sponsors research, lectures, and seminars on related public policy matters.

Among the History and African American Studies faculty who work in these areas are: Josef Barton, Henry Binford, Martha Biondi, T.H. Breen, Sherwin Bryant, Brodwyn Fischer, Jonathon Glassman, Darlene Clark Hine, John Hunwick, Tessie Liu, Nancy MacLean, Harvey Neptune, Dylan Penningroth, Frank Safford, David Schoenbrun, Butch Ware, and Ji-Yeon Yuh.

African Studies

In addition to specialists in the history department, Northwestern enjoys one of the greatest concentrations of strength in African studies on this continent. Among these Africanists are Sandra Richards (African American Studies and Theatre); Richard Lepine (African and Asian languages - Swahili); Caroline Bledsoe, Karen Tranberg Hansen, and Robert Launay (Anthropology); Will Reno (Political Science); Paul Berliner (Music), and Margaret Drewal (Performance Studies). The Program of African Studies and several institutes housed within it offer additional opportunities to graduate students in African Studies. These include the Institute of Advanced Study and Research in the African Humanities and the Program on International Cooperation in Africa, which focuses on border regions. For information about these programs, write Program of African Studies, Northwestern University, 620 Library Place, Evanston, Illinois 60208-4110.

Economic History

Members of the history department whose scholarly activity includes research in economic history and who help provide comparative perspectives for each other's students are Henry Binford, Regina Grafe, Peter Hayes, Laura Hein and Frank Safford. In addition, one of America's most prominent economic historians, Joel Mokyr, who specializes in the economic and technological development of modern Europe, holds a joint appointment in the history and economics departments. The economics department itself includes Joseph Ferrie, a specialist in the history of immigration. Sociologists Bruce G. Carruthers and Carol A. Heimer, political scientists Ben Ross Schneider, Kathleen A. Thelan, and Michael J. Wallerstein provide other valuable contexts. The economics department sponsors a lively program of seminars and guest speakers in economic history and meets jointly several times each year with economic historians from the Chicago area to hear distinguished outside speakers.

Gender, Sexuality and Women's History

Students interested in the history of gender and sexuality have an exceptionally strong cluster of faculty with whom to work at Northwestern. The core group includes, in European history, Tessie Liu and Alexandra Owen, and in U.S. history, Nancy MacLean and Michael Sherry. Among the other History faculty who have taught or published in this area are Peter Carroll, Laura Hein, Melissa Macauley, Sarah Maza, Carl Petry, and Ji-Yeon Yuh. Students who choose this area as a specialization field or minor field can avail

themselves of regularly offered theory courses along with their field specific classes, and of resources beyond the department, including the graduate certification in Gender Studies program. Just a few of the many non-History Northwestern faculty members whose work explores these issues are Nicola Beisel (Sociology); Micaela di Leonardo (Anthropology); Hollis Clayson (Art History); Dwight Conquergood (Performance Studies); Christine Froula (English); Bonnie Hoing (Political Science); Laura Kipnis (Radio/TV/Film); Rae Moses (Linguistics); Ann Orloff (Sociology); Julia Stern (English); and Mimi White (Radio/TV/Film).

History of Science and Technology

Graduate students interested in the history of science, technology, or medicine can work in the history department with Ken Alder, Francesca Bordogna, and Alexandra Owen, as well as with other faculty members in related areas, such as Joel Mokyr and T. William Heyck. The program in Science and Human Culture offers annual fellowships to graduate students interested in this field, and also brings in annual post-doctoral fellows and sponsors a weekly faculty-student seminar with speakers of international reputation. Prominent faculty members in other departments who participate in this program include Helmut Muller-Sievers (a Germanist interested in the relationship of science and literature). The emphasis in the program is on teaching students how to use the history of science, technology, and medicine to answer broader historical questions.

Medieval and Early Modern Culture

Northwestern has one of the most eminent groups of scholars working in medieval and early modern European thought, culture, and art in North America. One of the special strengths of faculty research is in the history of religion, including Christianity, Judaism, and Islam, but they also have pursued important work in many aspects of intellectual, cultural, and social history. Within the history department, students may work with the medievalists Richard Kieckhefer, Jacob Lassner, Robert Lerner, John Hunwick, and Carl Petry. For the Renaissance and early modern period graduate students study with Sarah Maza, Edward Muir, and Ethan Shagan. Prominent scholars in other departments include the Art Historians Lyle Massey and Claudia Swan; English literary scholars Albert Cirillo, Jeff Masten, Martin Mueller, Barbara Newman, Regina Schwartz, and Wendy Wall; Romance language literary scholars Dario Fernandez-Morera, William Paden, and Davide Stimilli. Several interdepartmental study groups meet on a regular basis, both independently and under the auspices of the Alice Berline Kaplan Center for the Humanities.

Modern Europe

The department's Modern Europeanists span a wide range of areas and methodologies, clustering around two main specialties, institutional/business history and social/cultural history. Peter Hayes in German history and Joel Mokyr in Economic history are interested in, respectively, the history of business institutions and the history of technology, while Benjamin Frommer works on legal institutions. Tessie Liu has applied innovative methods drawn from women's and gender history to labor history in Modern France and Ken Alder, a historian of science, has published extensively on the history of technology in Revolutionary France. The department's Modern European historians with an interest in intellectual history include T.W. Heyck and Alexandra Owen in Modern British history. Modern Europeanists interested in social and cultural history include John Bushnell for twentieth-century Russia, Alex Owen for gender in Modern Britain, Tessie Liu for gender and race in nineteenth century France, and Benjamin Frommer for East-Central Europe. The department's economic and business historians are actively involved with Northwestern's Center for International and Comparative Studies, while many of our social, intellectual, and cultural historians have held fellowships in the interdisciplinary Alice Berline Kaplan Center for the Humanities.

Graduate Students

The history department recruits graduate students of diverse backgrounds from all over the world. Currently the program includes students with BA's and MA's from the following institutions: Barnard College, Bowdoin College, Brown University, Chuo University (Japan), Colgate University, College of William and Mary, Cornell University, Emory University, Harvard University, Oberlin College, Oxford University, Stanford University, University of California, San Diego, University of California, Santa Cruz, University of Chicago, University of Georgia, University of Illinois, University of London (SOAS), University of Melbourne, University of Nairobi, University of Notre Dame, University of Pennsylvania, Utah State University, Wheaton College, and Yale University. While many students enter the program within a year of graduation, a significant number have been out of school for many years. In evaluating a candidate for admission, the department is less concerned with the date of a qualifying degree (or the popular prestige of the granting institution) than with the intellectual accomplishments and aptitude of the individual. The result of this policy is a student body that is refreshingly heterogeneous; students in the PhD program in history at Northwestern enjoy an atmosphere of diversity that enriches and informs their learning.

Whatever their background, Northwestern graduate students customarily garner an impressive array of awards and recognitions while proceeding toward the Ph.D. Among the numerous prestigious awards recently won by our students are Charlotte W. Newcombe Fellowships; DAAD grants to Germany; English Speaking Union scholarships; Fulbright fellowships to England, Ireland, Italy, Kenya, Spain, South Africa, France, Mali, Nigeria, Uganda, and to the U.S.A; Social Science Research Council fellowships to Germany, Kenya, Mali, Mauritania, Nigeria, and Uganda; four Social Science Research Council grants, two Jacob K. Javits Graduate Studies fellowships; an I.T.T. Fellowship to Spain, and three National Security Education Graduate Fellowships.

The department's placement record is equally strong. Northwestern graduates occupy professorships in history at well-respected colleges and universities throughout the country, among them Boston College, Boston University, Brown University, The Citadel, Columbia University, Cornell University, Dartmouth College, DePaul University, Duke University, Iowa State University, Louisiana State University, Loyola University, Middlebury College, North Carolina State University, Princeton University, Purdue University, Rice University, Rutgers University, SUNY, Albany, University of Birmingham, UK, University of California, Santa Barbara, University of Florida, University of Hawaii, University of Illinois, University of London (SOAS), University of Maryland, University of Michigan, University of Mississippi, University of Missouri, University of New Mexico, University of Oregon, University of Vermont, University of Virginia, Vassar College, Wesleyan College, Western Washington University, and William Paterson College of New Jersey.



Persian. Painting from Firdawsi's *Shahnama*, 1732. Manuscript on paper. Courtesy of Special Collections Department, Northwestern University Library.

The Learning Environment

History graduate students at Northwestern belong to a lively community of scholars. Because the program is relatively small (15 to 20 entrants each year), and because graduate students and faculty typically spend much of their time on campus, opportunities for personal contacts and shared learning are numerous. Students learn enormously from one another. Coming from a wide variety of academic backgrounds and attuned to different intellectual orientations, they educate each other in classroom discussions and informal gatherings. Departmental and interdepartmental colloquia attended by both faculty and students provide other venues for cooperative exploration of ideas.

Graduate students also collaborate with the faculty in undergraduate education. Doctoral candidates typically receive teaching assistantships in their second and third years. Contingent upon proven success in the classroom, they often teach their own small undergraduate classes later on. Because the department is intent upon offering excellence in undergraduate instruction, the faculty is committed to the teaching of teaching. Thus, graduate students assigned to assistantships in larger undergraduate courses meet regularly with their peers and with the faculty to discuss curriculum and discussion themes, set examination questions, and review grading policies. Often students give their own lectures, with constructive faculty supervision. The Searle Center for Teaching Excellence regularly organizes seminars on teaching strategies. The department's commitment to teaching is reflected in the large number of teaching awards given to history faculty and graduate students.

The Graduate History Student Organization provides an opportunity for socializing as well as for discussion of issues relating to student life. Elected student representatives serve on the Student-Faculty Liaison Committee, which is empowered to recommend to the department any reforms or modifications of the curriculum that may seem necessary or advantageous. Faculty and student social gatherings also occur normally once or twice every quarter.

Northwestern's many resources enhance the intellectual life of the department. The University possesses a research library of more than three million volumes as well as many special collections of rare books, unpublished materials, and pamphlets. A vast collection of books, journals, and manuscripts makes Northwestern's Herskovits Library of African Studies a collection second only to that of the Library of Congress. Among the centers and programs that

provide special opportunities for history graduate students are the Institute for Policy Research, the Gender Studies Program, the Program of African Studies, and the Center for International and Comparative Studies. Students who wish to employ the most up-to-date statistical techniques in their research and scholarship can avail themselves of the excellent facilities of Northwestern's Academic Computing and Network Services.

Northwestern enjoys the benefits of a beautiful lakeside campus in a residential suburb together with the wide range of intellectual and cultural opportunities of neighboring Chicago. To name a few of the city's special attractions for historians, the Art Institute of Chicago and the Chicago Historical Society have exhibits, programs, and a wealth of special research resources. Northwestern students are also entitled to draw on the library resources of the University of Chicago and the University of Illinois at Chicago, the Center for Research Libraries, and the Federal Records Center, which houses a large collection of government documents. Particularly rich opportunities for research and learning are provided by Chicago's Newberry Library: the Newberry's Renaissance Center offers an array of exciting lectures and seminars throughout the academic year as well as a summer institute. Its Family and Community History Center constitutes a major resource for American historians, and its center for the histories of cartography and indigenous Americans are valuable repositories.

In short, a strong faculty committed to excellence and accessibility, a distinguished and well-located university, an urban area rich in opportunities, and, not least, a community of topflight graduate students provide an exceptional environment for intellectual growth and professional accomplishment.

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