Chair’s Message 1
Focus: The New Center for Disability Studies 3
Book Reviews 6
UB History Enters a Brave New World: The Atlantic World PhD field and the Caribbean Studies Program 8
New Faculty: Dalia Muller, Associate Director, Caribbean Studies Program 8
The Institute of Jewish Thought and Heritage: Forging New Directions in an Ancient Tradition 9
New Faculty: Aaron Hughes, Associate Director, Institute of Jewish Thought and Heritage 10
In memoriam: Professor Richard Ellis 12
Faculty Member Wins Prestigious Book Award 14
Faculty News 15
Graduate Student News 18
Graduate Student Profile 18
Undergraduate News 19
Funds Supporting History 20
Alumni News 21
Alumni Profile 24
Our Thanks 26

On the cover
Fountains Abbey: A monastery closed during the English Reformation.
Photography by Claire Schen

Nkisi on the Water: Photography by Jason Young

Ouro Preto: The colonial capital of Brazil’s inland mining district, where Professor Hal Langfur recently spent a year teaching and conducting research as a Fulbright scholar.
Photography by Hal Langfur

History Matters
Table of Contents
As of January 15, 2009, I assumed the position of Chair of the Department of History at UB, stepping into the shoes of my able and distinguished colleague, Professor David Gerber. During the past ten months, I have been learning a great deal about the department and about the role of the chair. I now have a far greater appreciation of the true distinction of our department—its faculty, graduate, and undergraduate students—and of the elements that combine to make the department an unqualified success in its mission. That mission is twofold: to provide a first-rate education to both graduate and undergraduate students, and to advance our knowledge and understanding of the past by fostering and producing excellent research across the many different areas of historical studies represented within the department. These two aspects of our mission are deeply intertwined and mutually supportive. Of course, this mission also contains a significant component of service whereby our students and faculty contribute to the life of the university, the community, and the profession.

In assessing the work and accomplishments of the department, I have also been deeply impressed by the important role played by the generosity of alumni and friends of the department. Such support makes a tangible and significant difference in the lives of our students and in the opportunities available to them and to the faculty.

One local measure of our success is the fact that the Department of History promoted four faculty members this past academic year, three to tenure with the rank of Associate Professor (Zasha Pack, Ramya Sreenivasan, and Jason Young) and one to Full Professor (Susan Cahen). The numbers alone are unprecedented in the department’s history; they are unusual, if not unprecedented, within UB as an institution. Among the arduous route to tenure and/or promotion, all of our successful candidates received unqualified praise and support. This is hardly surprising given their excellence as teachers and scholars and their extraordinary commitment to service. The number of awards that these four faculty colleagues have received for their books and articles is a source of great pride in the department and of respect (perhaps even of envy) in the College of Arts and Sciences (CAS) at large. The most recent award is highlighted in this Newsletter in the story on Professor Ramya Sreenivasan. We now need resources adequate to sustain the trajectory of an excellent department striving to be a major world leader as a department, to deepen our existing strengths while including critical new areas: faculty who teach and publish on African history, the Middle East, Islam and the Arab world, Eastern Europe, and the emerging areas of central Asia.

As a department, we are also proud of the fact that we build bridges to other disciplines; in the process, we enrich not only the research we publish, but most importantly the experience of undergraduate and graduate students. Faculty are heavily involved in UB’s relatively new Humanities Institute, serving on its executive committee, organizing research and reading groups, and becoming fortunate recipients of numerous Faculty Fellowships. In my own case, for example, I have served on the Humanities Institute Executive Committee since its inception; I chair the Faculty Advisory Committee for the Cultures and Tests Strategic Strength Initiative (part of a select group of critical areas of excellence spearheading UB’s 2020 Strategic Plan) and serve as its Director; I have had a joint appointment in the Department of Medicine and the School of Medicine and Biomedical Sciences for over 20 years; and have had a leadership role in UB’s interdisciplinary Early Modern Studies Research Group, and, most recently, in organizing a Neo-axiologies Reading Group with participants from the humanities, the arts, the sciences, and medicine. Internationally, I have served as President of a scholarly society, have been the founding editor of a new journal, Conformations, published by The Johns Hopkins University Press; and currently either chair or serve on committees of four different, major scholarly societies.

This sort of commitment to the college, the university, the profession, and the community is far from unusual among my colleagues in the History Department. Indeed, they play key leadership roles in many CAS and UB programs—among them, the American Studies Advisory Committee; Asian Studies; the Baldy Center for Law and Social Policy; the CAS Textures and Promotion Committee; the CAS Policy Committee; the Center for Disability Studies; International Studies; the Humanities Institute; the Institute of Jewish Thought and Heritage; the Gender Institute; and the Undergraduate Academies. In addition, seven faculty members serve on the editorial boards of major scholarly journals and/or serve as advisory editors to one or more book series; and eleven colleagues—nearly half our total numbers—have been appointed to significant roles in a variety of national and international scholarly organizations.

While such commitment to scholarship and to service requires many long hours of work extending well into the night, weekends, and “vacation” time, our department is well known for its commitment to undergraduate and graduate students. At present, we have approximately 500 undergraduate history majors and intended majors, and we make a major contribution to the undergraduate population of the university by teaching large numbers of non-history students in required general education courses. In proportion to the size of our faculty, we have one of the largest and most popular majors at UB. Our courses are always full, with students clamoring to get into them. Indeed, our most pressing need is to expand the numbers of our faculty in order to provide even more opportunities for our undergraduates and graduate students. Many of our students are paying their way through college by working, and it is critical that we create quality educational opportunities for our undergraduate and graduate students. Such support not only produces a new generation of scholars, it serves to replenish the ranks of teachers whose impact on future generations of under-graduates is crucial for their futures, for their families, and for our nation.

As you can see, loyal friends and alumni like you make a great difference in our ability to create quality educational opportunities for our students. Dependence on the state and even on the university itself would not be enough to fulfill our aims at the level we aspire to reach in bringing quality public education to the students of this university. That is especially the case in times like these, in which state funding at predictable levels is by no means assured from year to year. In fact, while students have been paying more in tuition since January, the State of New York has decided to keep 90% of such tuition monies (80% in 2008–09) to pay for general state expenses, in effect taking away our students’ and their parents while shrinking the resources available to teach them well and effectively. But that is not all. Until recently, UB depended upon State funding for only a portion of its overall budget: in the neighborhood of 25 to 30%. Since Fall 2008, New York State has slashed funding for SUNY resulting in a cut of approximately 20% to UB’s state funding. The ripple effects of such cuts are yet to be fully felt at the departmental level. In negotiating the troubled waters ahead, we must rely on the good will and tireless work of our faculty together with the support and wisdom of our friends and alumni. As the new chair of the

Department Chair James J. Bono: A Strong Department Steers a Course through Troubled Waters

Department Chair James J. Bono: A Strong Department Steers a Course through Troubled Waters
College of Arts and Sciences Brings Disability Studies into the University

The College of Arts and Sciences has launched a Center for Disability Studies, a partnership between CAS and People Inc. aimed at advancing greater understanding of and interaction with persons with disabilities in the community.

The goal of the Center, which is housed in CAS, is to encourage the study, teaching, and accurate representation of disability, and of individuals with disabilities, says David Gerber, UB Distinguished Professor in the Department of History and Director of the new Center.

The Center, which is operating on a three-year trial basis, will sponsor a visiting scholar for one semester each academic year for three years. The scholar, Gerber says, will teach a course on disability history in his or her academic discipline, deliver a public lecture or presentation, help open a new “tasting” of People Inc.’s Museum of disABILITY! History’s online virtual museum, as well as consult on new exhibits for the traditional museum, located at North Forest and Maple roads in Amherst. She or he will also help plan the Disability Film Festival that is held each fall in the Market Arcade Film and Arts Center in downtown Buffalo.

During the first three years, the Center will also focus on fundraising and searching for endowments to make it possible for the Center to continue after that initial period.

The Center held an inaugural event last April that featured a keynote address, “When Blind People March for Dr. King,” by Catherine Kudlinski, professor of history at the University of California-Davis and president of the Disability History Association.

Gerber, whose own scholarly interests include the history of disabled World War II veterans, notes that the Center furthers the agendas of both People Inc. and UB. People Inc. is working to create greater understanding of persons with disabilities and expand their integration into the community. For years, many persons with disabilities lived in large institutions, but that is no longer the case—partly due to the cost, and partly because that model is outmoded, he says, adding that the general consensus now is that it is wrong to “warehouse” persons with disabilities.

People Inc. worked with Assembly member Mark Schreder to get the State Legislature to establish an annual Disability History Week (the resolution, passed in June 2008, sets the third week in October as Disability History Week) during which teachers in the public schools would help students learn how persons with disabilities were instrumental in changing history and how they became active participants in changing societal attitudes.

“People Inc. wants Americans to be educated to accept persons with disabilities living in the community to the extent that is possible,” Gerber says. “But to do that, you have to have a different understanding of what it means to be disabled and a different concept of disability.” From UB’s perspective, the center would help further the emergence of disability studies as a new multidisciplinary field of study, he says. “This is where revolutionary new scholarship is happening,” he continues. “People are rethinking not just how to better integrate persons with disabilities into the community, they’re rethinking the whole concept of what community, what ‘normal,’ means at all.”

Gerber, whose primary field of research is American immigration history and American pluralism, says he became interested in disability studies while working on a study of Hollywood films featuring disabled veterans. This led to another project on the reintegration problems faced by wounded veterans. While most research on this subject at the time focused on the issue of disability within the context of war and social institutions, what interested Gerber was the individual perspective and experience of the veterans themselves, including issues of gender, masculinity, and heroism.

He points out that the topic can be viewed as a civil rights issue—the expansion of freedom and social participation of persons with disabilities—as well as a more profound intellectual issue concerning the “ongoing questioning of what we as a society regard as normal and natural.”

The search for the first visiting scholar was conducted by the Center’s advisory committee, which includes members Francisco Vasquez, executive vice president of People Inc. and adjunct faculty member in the Social Sciences Interdisciplinary Degree Programs (IDP); James Boles, CEO of People Inc., ex ofﬁcio; Susan Cahn, professor of history; Lee Dryden, director of the Social Sciences IDP; Ann McIlroy, associate professor of anthropology; Edward Steinfeld, professor of architecture and director of the Center for Inclusive Design and Environmental Access; John Stone, clinical associate professor of rehabilitation sciences and director of the Center for International Rehabilitation Research Information and Exchange; and Cynthia Wu, assistant professor of American Studies. The first visiting scholar will be historian Michael Rembis, whom we interviewed for this issue of History Matters.

Michael Rembis launches Visiting Scholar Program at the Center for Disability Studies

Michael Rembis is a U.S. historian who specializes in the history of disability and the history of eugenics. His research and teaching interests span the period between 1859 and the present and center upon the contested nature of socially constructed discourses of disablement and the material history of individuals perceived to be disabled. In his work he emphasizes and analyzes the intersections among gender, class, race, sexuality, citizenship, and disability. He received his Ph.D. in history from the University of Arizona.

Rembis has published several articles, as well as a chapter in Popular Eugenics: National Efficiency and American Mass Culture in the 1930s, edited by Susan Currell and Christina Coggdell. While still a graduate student, he published his ﬁrst article, subsequently voted best article published in 2002 by the editorial advisory board of the Journal of Illinois History. In 2008, Rembis won the Irving K. Zola Award, awarded annually by the Society for Disability Studies to emerging scholars.

Rembis’ dissertation won the Florence Hemley Schneider Prize for promise of outstanding scholarship in a dissertation appropriate to Women’s Studies. That dissertation is the basis for his ﬁrst book manuscript, Deﬁning Deviance: Sex, Science, and Delinquent Girls, 1895-1960, forthcoming from the University of Illinois Press.

In 2005, Rembis received a Mortar Board Senior Honorary for outstanding dedication to the students and faculty of the University of Arizona. He was voted a “favorite professor” at Winter Commencement, 2007 and Spring Commencement, 2008. Rembis has been a Visiting Assistant Professor in the Department of History and co-founder and director of the Disability Studies Initiative at the University of Arizona. Most recently, he was a Visiting Scholar in the Departments of History and American Studies at the University of Notre Dame, where he also served as a consultant and guest lecturer in the Disability Studies Forum and Disability Studies Initiative.

We spoke with him about his plans as a Visiting Scholar at UB’s new Center for Disability Studies.

Can you tell us a little about your background and your connection with the field of Disability Studies? Was this something that’s always interested you or did you develop this focus more recently?

I was trained as a historian. I have a PhD in U.S. History with a minor concentration in comparative women’s history. I did my master’s work on the modern American civil rights movement. Disability Studies is a relatively recent interest. I came to it through my research on my PhD dissertation, which I began in 1997. I have always been interested in the history of science and the social construction of what some scholars might call systems of knowledge and power. When I started the PhD, I decided to focus my research on the intersections among the history of eugenics, psychology, and psychiatry, which in the late-1900s was a relatively new field of interest among historians. My work focuses specifically on the changing relationship between what was considered mental or psychological “defect” and juvenile delinquency. It’s funny actually, colleagues had to tell me that I was doing disability studies research. I thought I was writing a history of science and juvenile delinquency. I was then looking at the history of science and juvenile delinquency. Once I began reading the disability studies literature, which was sometime around 2000, I found it very helpful in my own thinking and research.

How would you define “Disability Studies”? What to you are the central issues and what’s at stake in this field of study in terms of academic, cultural, social, and/or political matters?

Disability Studies is the study of disability and the material reality of disabled people from a social, cultural, legal, artistic, and historical perspective. It grew out of an international disability rights movement that emerged in the wake of the modern civil rights movement. Disability Studies scholars seek to move away from a medical or rehabilitative model of disability that focuses on “fixing” the individual and returning them to “normal” life, toward a socio-political model of disability that roots disabled people’s oppression not in their own individualized “defects” but rather social, economic, cultural, and physical barriers. When I am explaining the disability studies approach to students, I always like to use the example told by Simi Linton, one of the founders of the field. Simi, who uses a wheelchair, explains the disability studies model by asking her audience, “If I want to vote and my polling place is inaccessible, do I need a lawyer or a doctor of disability?” Disability Studies is incredibly important because it takes the focus off of changing the “disabled” individual and places emphasis on changing the larger social, political, cultural, and economic environment. Disability Studies is also critically important because it sheds light upon the lived experience of disabled people themselves, who historically have been silenced or hidden away, often through violent and oppressive means.

What will your responsibilities be as a visiting scholar at the Center?

I will be teaching a class in the history department that I developed out of the research for my dissertation/first book. It is a history of eugenics from the mid-nineteenth century to the present.

continued page 4

continued page 5
It specifies focuses on pre-1950s America (1790s-1950s). This study will do much more than uncover a scarcely articulated past. By exploring the relevant primary and secondary sources, I will make a nuanced analysis of the importance of gender, class, and race-ethnicity, and explore the changing role of the state, religion, capitalism, urbanization, and emerging “medico-scientific” discourse in advocacy work.

Another of your tasks with the Center will be working with the Programming Committee to plan the Disability Film Festival in Buffalo. Do you have any thoughts in mind already about what you’d like to include? What role do you feel pop culture representations of disability play in the development of cultural attitudes toward and perceptions of people with disabilities?

Well, since I am a historian, I hope to use the film festival to explore the history of eugenics, both as a powerful rhetorical device and a system of “human breeding” that directly affects the lives of disabled people. After viewing Liebe Perla, Ethnokratei [Genetically Diseased?] and selected media clips of both disability rights activists and right wing populists discussing the uses and misuses of modern healthcare and “selective abortion,” the audience and panelists would engage in the (sometimes difficult) discussion of accessibility, health-care, well-being, medical and state authority, reproductive rights, and the increasing role that science and medicine play in all our lives. To answer your second question, I think pop culture representations of disability play a tremendously important role in perpetuating profoundly negative, patronizing, one-dimensional perceptions of people with disabilities. There are dozens, probably hundreds, of films in which disability is used to elicit emotion or somehow rationalize “abnormal” behavior or occurrences. Very rarely are disabled characters able to escape their own embodiment. Interestingly, there are a lot of popular sci-fi films that explore eugenic themes and I was thinking of suggesting one for the film festival. Unfortunately, none of them are very good (laughing).

To what extent will you be working with People Inc. and what will their role be in what you’ll be doing?

The folks at People Inc. have been really wonderful and I hope we can work closely with them throughout my stay in Buffalo. In addition to the museum exhibit and the film festival, I will also be doing some consulting, employee enrichment, and community education for them.

What would you say your major goals are for your semester in Buffalo?

Not to be buried in a snowdrift (laughing)! I hope to have a challenging, interesting, and rewarding classroom experience. I hope to create a high quality museum exhibit and film festival. And I hope to forge a lasting professional relationship with David Gerber, Francisco Vaquez, and the rest of the folks at People Inc. and the university. This is a very exciting time to be involved with disability studies and I am thrilled to be part of the University at Buffalo’s Center for Disability Studies during its early formative years.

Is there anything you’d like to tell us about yourself or your plans that we wouldn’t learn from looking at your CV or publications?

I’m a huge sports fan and a native Chicagoan. I hope to get to see at least a couple Blackhawks games while I’m in Buffalo.

History Professor Michael Riemisch will be the Inaugural Visiting Scholar at the Center for Disability Studies.

**Book Reviews**

**Jay Taylor, The Generalissimo: Chiang Kai-shek and the Struggle for Modern China (Harvard University Press, 2009)**

The extreme events of the twentieth centu‐
y—political revolutions, world wars, the Great Depression, mass migrations, radical technological shifts, economic miracles and disasters—pushed some extraordinary people onto the stage of world history. Changes in the way the careers of such well-known leaders as Franklin Roosevelt and Joseph Stalin are assessed over time can tell us much about the evolution of historical studies and also about changing world politics. The case of Chinese Nationalist leader Chiang Kai-shek (1887–1975) is a particularly interesting example of this phenomenon. Jay Taylor’s new biography, The Generalissimo: Chiang Kai-shek and the Struggle for Modern China (Harvard, 2009), comes on the heels of a revolution in the way Chiang is viewed in East Asia.

Chiang Kai-shek grew up in eastern China in the waning years of the Qing dynasty (1644–1911). He decided on a military career at an early age. He was studying in a Japanese military academy, along with many other young Chinese, when he heard about the 1911 revolu‐tion against the Qing government and immedi‐ately returned to China to take part. He soon became the right-hand man of Sun Yat-sen, the founder of the Nationalist Party, and helped Sun try to establish a unified Nationalist gov‐ernment. Sun died in 1925 without having seen his dream realized. But in 1927 Chiang led a successful unification campaign and became the leader of the Republic of China (ROC), based in a new national capital, Nanjing.

Except for some businessmen and Christian missionaries, few Americans took much notice of Chiang Kai-shek until shortly before the ROC and the U.S. became allies against Japan during WWII. News of the Japanese invasion of China and the December 1937 “Warp of Nanjing” garnered some attention. Henry Luce, the founder of Time and Fortune magazines, was a strong supporter of the Chinese Nationalists. Chiang Kai-shek and his American-edu‐cated wife, Mayling Soong, began to be widely known across the U.S., and their pictures appeared in Time magazine several times.

After the defeat of Japan, civil war broke out almost immediately in China between Chiang’s Nationalists and the Communists of Mao Zedong. Soon, Chiang Kai-shek and his army retreated from mainland China to the island of Taiwan. In the sixty years after Chairman Mao declared the establishment of the People’s Republic of China (PRC) in a 1949 speech in Beijing, the ROC has continued to exist in exile on Taiwan. Up to his death in 1975, Chiang Kai-shek maintained that one day the National‐ists would return to the mainland and take back from the Communists.

Over the decades, Chiang Kai-shek’s reputa‐tion among Americans has declined significant‐ly from its WWII-era heights. One of the most influential critical accounts of his regime came from the pen of Barbara Tuchman. In her best‐selling Stilwell and the American Experience in China (1970), which won the Pulitzer Prize, Tuchman painted a very unpleasant portrait of a stubborn and vindictive man who was unable to control the rampant corruption of his regime and thwarted the attempts of the U.S. commander Stilwell to do what was necessary to win the war against Japan. In the minds of many, Chiang began to be classed with other petty, reactionary dictators (such as South Vietnam’s Ngo Dinh Diem), with whom the U.S. made unwise alliances.

Meanwhile, on Taiwan, Chiang continued to be praised (by a highly censored media and educa‐tion system) as a Chinese hero. In the PRC, he was condemned (by an even more highly cen‐sored media and education system) as a traitor to the Chinese people and tool of American imperialism. But assessments of Chiang are undergoing massive shifts right now in both places, and perhaps also in the U.S. This summer I was invited to attend a con‐ference at Queen’s University in Kingston, Ontario, entitled “Re-assessing Chiang Kai‐shek: An International Dialogue.” I thus had a front row seat to watch the fascinating process of historical revision that is now occurring in East Asia. Scholars from the PRC, Taiwan, England, Canada, and the U.S. gathered to discuss Chiang’s achievements and failures in a atmosphere of calm, rational, measured debate. Why was this possible? Simply put, Chiang’s stock has fallen in Taiwan, whereas it has risen in the PRC. Political liberalization in Taiwan has broken the hold of the Nationalist Party over historical discourse, and schol‐ars are now more willing to criticize Chiang’s many weaknesses. A curious public wants to hear the inside story of the Chiang re‐ gime. On the mainland, on the other hand, the Communist Party itself has seen the value of prasing Chiang Kai-shek, since he was a strong supporter of China’s territorial unity although a bitter enemy of the Communists. Having consolidated its control over the military and economy, the Communist Party fears separat‐ist movements (in Tibet, Xinjiang, and Taiwan) more than it does the Nationalist Party. It is ready to welcome Nationalist leaders back into the fold of Chinese patriots.

Jay Taylor, a retired U.S. foreign service officer and the author of a significant new biography of Chiang Kai-shek, was a distinguished speaker at the conference. His book may stimulate new interest in Chiang among American audiences. It is quite detailed but lively, and is based on wide reading and many interviews with people who knew Chiang personally. What is most striking about it is its substantial use of the diary that Chiang kept for more than fifty years. The diary has only recently been made available to scholars by Stanford’s Hoover institute, as a result of an agreement with the Chiang family that it would be closed until the death of Madame Chiang, who passed away at age 106 a few years ago. Taylor quotes frequently continued on page 7.
How much do you know about American history between Columbus’s first voyage in 1492 and the 1620 arrival of Pilgrims in Plymouth? Or, more pointedly, to the point, how much do you ever learn? These are the provocative questions at the heart of Tony Horwitz’s A Voyage Long and Strange. Horwitz poses these questions not to belittle the reader but to sympathize with her. For if you answered “not much,” you are in the same position Horwitz was before he began researching his terrific new book.

A few years ago Horwitz found himself in Plymouth, Massachusetts, casting a scornful eye on the tourists who had come to pay homage to Plymouth Rock. Many of these visitors betrayed an appalling ignorance about early American history. “Is this where the three ships landed?” some asked, thinking of the Nina, the Pinta, and the Santa Maria. Even more fundamentally, Horwitz found around the whole idea of busloads of tourists making pilgrimages to the Rock, given that Plymouth does not represent the “start” of American history, as so many Americans assume.

But then Horwitz realized that he too didn’t know much about the European colonization of North America between 1492 and 1620. Standing next to the tourists at Plymouth Rock, he could recall a few stray names: De Soto, Roanoke, Jamestown. But he couldn’t pin down their significance and he certainly couldn’t remember very many details about them: “Exquisitely educated at a private school and university—a history major, no less!—I’d mistakenly identify a middle-aged lady with a third grader’s grasp of early American history.” So he set out to uncover this history and how it is remembered—or misrepresented, or entirely forgotten—today.

The result is a book that resembles Horwitz’s best-selling Controverses in the ABC (1996) in its deft interweaving of History and historical memory. A Voyage Long and Strange is not quite as funny as Confederates in the Attic, perhaps because the present book is largely about Europeans killing American Indians unintentionally with their germs and intentionally with their steel. But it is nonetheless a pleasure to join Horwitz on his voyage through the sites of early American historical memory.

Horwitz begins his journey by meeting the first Europeans to arrive in North America: the Vikings—or rather he meets those who play them in period costume. Horwitz travels to L’Anse aux Meadows on the windblown northern tip of Newfoundland, where in roughly the year 1000 Vikings established a short-lived settlement. This prove an apt starting point for Horwitz’s book, for the brief Viking colonization of Ireland, as the newcomers called it, has been almost entirely forgotten by North Americans.

The next explorer Horwitz grapples with is Christopher Columbus. Even though all Americans can recite the ditty about sailing the ocean blue, few understand the impact that Columbus had on the native peoples of the Caribbean. Horwitz Rests to the Dominic Republic to visit La Isabela, the failed settlement on Hispaniola’s north shore that Columbus founded in 1494. On the way he discovers El Faro a Colón, the Columbus Lighthouse, a massive concrete core almost seven hundred feet tall that holds Columbus’s alleged remains. The Faro was designed to be surmounted by superpowered beacons that would project a shadow of a cross into the night sky visible from as far away as Puerto Rico. But the $300,000 light show caused blackout in nearby neighborhoods, and so it now sits dark and rarely visited. The Faro is a monument to the power of historical memory taken to absurd lengths. In their attempts to show off in advance of the 500th anniversary of Columbus’s first voyage, Dominican officials “channeled almost all the poor nation’s cement and about $100 million of its scarce funds into erecting the lighthouse” (80).

Horwitz next engages with two conquistadors much less familiar to Americans: Hernando de Soto and Francisco Coronado. Each of these men made epic, brutal journeys in the early 1540s through opposite ends of what would later become the United States. De Soto traveled for three years through Florida, Georgia, the Carolinas, and west into Arkansas, hunting for cities of gold to match what the Spanish had found among the Aztecs and Incas. Coronado engaged in a similarly quixotic quest for riches in his two-year-long trudge across some of North America’s most forbidding landscape, through Arizona, New Mexico, and all the way east into Kansas. Here Horwitz is able to wring some humor from hapless conquistador re-enactors, among the small handful of Americans who actually care about De Soto. The re-enactors, soft, middle-aged men with their blind wive and children, “looked about as fierce and Iberian as the Brady Bunch” (101).

Horwitz then turns to several chapters on European settlements likely to be more familiar to most readers: the English colonies of Roanoke, Jamestown, and Plymouth. But even these groups have surprising tale. Horwitz meets a variety of people descended from the Powhatan Indians—including Pocahontas—who greeted John Smith and the other colonists. Some of these individuals go about their business as white folks but claim a connection to Pocahontas as an exotic badge of their deep Virginian pedigree. Others are pharmacologists, the result of intermarriages among the various subgroups. Group, as Horwitz color throughout Virginia’s history. Members of a third group, American Indians who live on small reservations, pride themselves on their lack of African blood. Relations among these three groups have changed as the land has constructed its own version of American history.

A Voyage Long and Strange is many things: an informative introduction to early European colonization efforts, an insightful and sometimes humorous look at historic sites and the people who staff and visit them, and a powerful meditation on why myth Trumps history in America. Anyone interested in how history matters will profit from reading this book.

—Erik R. Seaman

UB History Enters a Brave New World: The Atlantic World PhD field and the Caribbean Studies Program


That Fall we began teaching HIS 506, North and South Atlantic Core Seminar, for PhD students who hope to do an oral exam field in North and South Atlantic History and for Master’s students who hope to gain a transnational perspective. The syllabus for this course has been recognized as innovative and indeed has been published as an example of how to put the US in the context of global history.

“From the start,” explains Associate Professor of History Erik Seeman, “our program has sought to broaden the traditional Atlantic world perspective, which focuses on the early modern North Atlantic, in two ways: by emphasizing the importance of the South Atlantic, and by includ- ing the 19th and 20th centuries in our teaching and research.”

In Fall 2004 the department also selected for a faculty member to fill a new position in the “South Atlantic,” an innovative job description that resulted in hiring Hal Langfur. Seeking to build on his successful hire, we searched again in Fall 2008 for a position in “Caribbean/Latin American History.” This search has now brought Dalia Muller (see her interview in this issue of History Matters) to campus. Seeman notes, “We are excited that she brings an ex- continued page 9

New Faculty Profile: Dalia Muller

Assistant Professor of History and Associate Director of the Caribbean Studies Program Dalia Muller says that part of what drew her across the country to settle in Buffalo was the prospect of working in a public institution. “I grew up in a family with a serious commitment to public education,” she explains. Her mother, who has a PhD in the history and philosophy of adult education, worked in union programs helping working adults get their bachelor’s degrees. “She is a great inspiration,” says Muller. Another part of the appeal of UO was the Caribbean Studies Program, which Muller calls “a true gem.” As Associate Director of the Caribbean Studies Program, Professor Muller will help build and develop the program by working with Dr. David Busscaglia to attract new students. She also teaches a core course in the program which all incoming M.A. students must take in their first semester. “She is really good at her job,” says Muller. Another part of the position, she will serve as an advisor for the students in their last semester when they write their theses.

As she looks ahead to the challenges as well as the rewards of the Program, Muller asserts, “I think that we need to work hard on recruitment. Targeted funding for travel to other universi- ties and to conferences is important because it helps us increase the visibility of the program.” Muller also plans to advocate for teaching asssis- tantships and scholarships for international students who might not otherwise be able to afford the program, which would allow the Pro- gram to enhance its already firm commitment to international students.

continued page 8
The Institute of Jewish Thought and Heritage: Forging New Directions in an Ancient Tradition

The University at Buffalo established the Institute of Jewish Thought and Heritage in 2009 as a multidisciplinary research and academic degree-granting center which will focus teaching and scholarship on the critical role the Jewish tradition has played in the development of Western civilization. Designed to be highly interdisciplinary, the mission of the Institute is to foster knowledge, inquiry, and scholarly excellence, and to increase understanding of Judaism.

While it begins as an Institute, it will become a full-fledged department that will award B.A., M.A.s and Ph.D.s. It is important to note that this program is the first of its kind within the SUNY system to establish master and doctoral degree programs in the field of Jewish Studies.

A central and unifying feature throughout the long history and enormous diversity of Judaism is its focus on ethics, on the biblically inspired teachings of morality and the prophetic call to justice. Ethics as the focus of Judaism as a cultural and philosophical tradition will therefore serve to give definition and direction to Jewish Studies at UB. This common thread allows the program to link ancient learning to contemporary issues, as it also facilitates the integration of its program with the entire university curriculum. Nourished by the rich traditions on Jewish, medieval, intellectual, and cultural contributions of a long and productive Jewish history, a pluralistic tradition which remains alive and vibrant today’s world, in America especially as well as in South America, Europe and the State of Israel, aligned with the Institute’s focus on excellence in scholarship, research, and teaching, the UTH aims to be a world-class center of scholarly activity — a legitimate “Focus of Excellence.”

The Institute has been created in UB’s College of Arts and Sciences (CAS) in conformity with the strategic strengths in Cultures and Texts identified as part of the UB 2020 strategic plan. That plan is designed to transform UB into a model 21st-century public university that will rise among the ranks of the nation’s public research universities.

The Institute’s interdisciplinary courses are cross-listed with departments in the College of Arts and Sciences and other academic units across campus, addressing issues as diverse as literature, law, philosophy, the arts, government, history, ethics, medicine, and economics. The Institute’s researchers, faculty, and academic programs address the role of Jewish heritage, culture, and thought as it relates to current issues in the academic world.

The Institute already attracts major philanthropic support with a $1 million gift from prominent Buffalo attorney Gordon R. Gross, LL.B. ’55, and his wife, Gretchen, to establish the Institute’s first endowed professorship.

To underscore the importance of the Institute and its mission, the university will match the Gross professorship and a second endowed professorship with two additional faculty lines. According to SUNY Distinguished Professor Bruce D. McCombe, dean of the College of Arts and Sciences, the Institute will eventually have five dedicated faculty members with a range of graduate offerings, including both master’s and doctoral degrees, by the Fall of 2010.

Michael E. Cohen, M.D., professor of neurology and pediatrics in the UB School of Medicine and Biobehavioral Sciences and a member of the Steering Committee of the Institute, notes the long history of interest in Jewish studies at UB and the insistence by all involved that the leadership, scholarship, and programming of the Institute be of the highest quality. Cohen praised the Grosses for their vision and generosity and expressed his hope that the Gordon and Gretchen Gross Professorship would be “the beginning of a major commitment to philanthropic effort to support and develop the Institute.”

Dean McCombe explains that further endowments and funding in the form of awards and subsvention will “facilitate the publication of monographs and the proceedings of symposia, which will help establish the Institute as a leading source of pioneering work.” The Institute, he observes, “will be a world-class endeavor marked by a strong emphasis on scholarship and research, particularly at the graduate level, with a director who is a scholar of the first rank, a dedicated faculty, and a highly focused identity and coherence.” The scholar chosen to be Associate Director of the Institute and Gordon and Gretchen Gross Professor is Dr. Aaron Hughes, one of two newly hired faculty in the Department of History.

New Faculty: Aaron Hughes, Associate Director of the Institute of Jewish Thought and Heritage and Associate Professor of History

This fall the department proudly welcomed Aaron W. Hughes to its ranks as Associate Professor of History, and the Gordon and Gretchen Gross Professor in the Institute of Jewish Thought and Heritage. Before coming to U.B., he taught in the Department of Religious Studies at the University of Calgary, Alberta, Canada, where he was a Fellow at the Calgary Institute of the Humanities (2008-2009), and in the Department of Comparative Religion at Miami University in Oxford, Ohio. He earned his PhD from Indiana University. He brings with him to Buffalo a partner, Jennifer, and their daughter (five-year-old Rebecca) and son (twenty-month-old Gabriel).

Hughes is a scholar of the medieval Jewish and Islamic Neo-Platonists, Avicenna, Abra- ham Ibn Ezra, and Ibn Tufayl, praised for his ability to discuss both the Hebrew and Islamic philosophers of the Jewish-Islamic symbiosis of medieval al-Andalus. Recent years have seen him engage in work on Jews in the Italian Renaissance, especially the philosophy of Judah Ab场均salwain, and his work on the history of Spanish Jewish societies. He contributed to the translation of the writings of H. Ginzberg and published “The Jewish Contribution to the History of the Spanish Jews.”

Hughes is an expert in the current economic climate, he felt that a history, ethics, medicine, and economics. The Institute’s researchers, faculty, and academic programs address the role of Jewish heritage, culture, and thought as it relates to current issues in the academic world.

The Institute already attracts major philanthropic support with a $1 million gift from prominent Buffalo attorney Gordon R. Gross, LL.B. ’55, and his wife, Gretchen, to establish the Institute’s first endowed professorship.

To underscore the importance of the Institute and its mission, the university will match the Gross professorship and a second endowed professorship with two additional faculty lines. According to SUNY Distinguished Professor Bruce D. McCombe, dean of the College of Arts and Sciences, the Institute will eventually have five dedicated faculty members with a range of graduate offerings, including both master’s and doctoral degrees, by the Fall of 2010.

Michael E. Cohen, M.D., professor of neurology and pediatrics in the UB School of Medicine and Biobehavioral Sciences and a member of the Steering Committee of the Institute, notes the long history of interest in Jewish studies at UB and the insistence by all involved that the leadership, scholarship, and programming of the Institute be of the highest quality. Cohen praised the Grosses for their vision and generosity and expressed his hope that the Gordon and Gretchen Gross Professorship would be “the beginning of a major commitment to philanthropic effort to support and develop the Institute.”

Dean McCombe explains that further endowments and funding in the form of awards and subsvention will “facilitate the publication of monographs and the proceedings of symposia, which will help establish the Institute as a leading source of pioneering work.” The Institute, he observes, “will be a world-class endeavor marked by a strong emphasis on scholarship and research, particularly at the graduate level, with a director who is a scholar of the first rank, a dedicated faculty, and a highly focused identity and coherence.” The scholar chosen to be Associate Director of the Institute and Gordon and Gretchen Gross Professor is Dr. Aaron Hughes, one of two newly hired faculty in the Department of History.

New Faculty: Aaron Hughes, Associate Director of the Institute of Jewish Thought and Heritage and Associate Professor of History

This fall the department proudly welcomed Aaron W. Hughes to its ranks as Associate Professor of History, and the Gordon and Gretchen Gross Professor in the Institute of Jewish Thought and Heritage. Before coming to U.B., he taught in the Department of Religious Studies at the University of Calgary, Alberta, Canada, where he was a Fellow at the Calgary Institute of the Humanities (2008-2009), and in the Department of Comparative Religion at Miami University in Oxford, Ohio. He earned his PhD from Indiana University. He brings with him to Buffalo a partner, Jennifer, and their daughter (five-year-old Rebecca) and son (twenty-month-old Gabriel).

Hughes is a scholar of the medieval Jewish and Islamic Neo-Platonists, Avicenna, Abra- ham Ibn Ezra, and Ibn Tufayl, praised for his ability to discuss both the Hebrew and Islamic philosophers of the Jewish-Islamic symbiosis of medieval al-Andalus. Recent years have seen him engage in work on Jews in the Italian Renaissance, especially the philosophy of Judah Ab场均salwain, and his work on the history of Spanish Jewish societies. He contributed to the translation of the writings of H. Ginzberg and published “The Jewish Contribution to the History of the Spanish Jews.”

Hughes is an expert in the current economic climate, he felt that a
the Holocaust; this spring we hope to arrange another mini-conference, and there will also be a lecture series.”

Asked about his own research interests, Hughes professes, “I think it would be no exaggeration to say that I am addicted to all things Jewish. My research up to the present has largely focused on Jewish Thought and Philosophy in the premodern period, examining underrepresented topics (e.g., imagination, genre, dialogue). Increasingly, I have been interested in modern Jewish Thought and its various continuations with and ruptures from the past.”

Moreover, he is very interested in the academic study of religion, and he says, “in the various ways in which this discipline constructs its first principles, formulates its data, and decides how to study a phenomenon artificially constructed as ‘religious.’”

Hughes has always been passionate about the study of Judaism in his scholarship. He explains, “At first I was interested, for various personal and political reasons, in the cross-pollination between Judaism and Islam, Jews and Muslims, in the premodern period. Then, after I finished grad school and had a job, I was in Israel for the year and was determined to make my way through Franz Rosenzweig’s Star of Redemption. I had never really taken courses on modern Jewish Thought, and this book opened up all sorts of vistas before me. For the first time, I read someone who was my contemporary, someone who spoke to me as a Jew and as a thinker wrestling with problems of today (as opposed to the Middle Ages). It was truly transformative.”

Hughes adds that he is passionate about classical music (e.g., early music and Schubert’s lied, especially as sung by Dietrich Fischer-Dieskau), that he is a poet, and that, “like everyone, I strive to be a better person.”

In memoriam: Our Colleague, Mentor, and Friend, Richard Ellis (September 7, 1937—May 16, 2009)

Richard E. Ellis, a longtime member of the history faculty at UB, died May 16 in his son’s home in Tampa, Fla., after battling pancreatic cancer. He was 72.

A noted authority on the U.S. Constitution, Ellis joined the UB faculty in 1974 and continued to teach courses on early American constitutional and political history until he became ill in March.

A former department chair, he was the author of numerous articles on American history and politics, and four books, including Aggressive Nationalism: McCulloch v. Maryland and the Foundation of Federal Authority in the Young Republic, which was published by Oxford University Press in 2007.

Ellis was the recipient of numerous awards and fellowships, among them two SUNY Continuing Faculty Development Awards, an undergraduate Student Association Teaching Award, and prestigious fellowships from the John Simon Guggenheim Memorial Foundation and the National Endowment for the Humanities. In May 2005, Professor Ellis was recognized for a lifetime of scholarly achievement when he was honored with a 2009 University at Buffalo Sustained Achievement Award.

Born in the Bronx and raised in Brooklyn, Ellis earned a bachelor’s degree from the University of Wisconsin at Madison and master’s and doctoral degrees from the University of California at Berkeley.

UB Distinguished Professor of History David Gerber observes that Ellis was “a great representative of History in the University” noted for his teaching and mentorship of PhD students in particular, he was also, says Gerber, “a very fine and serious historian.” His major focus was the consolidation of federal power in a central government, which he approached specifically through an examination of the development of the Federal Supreme Court. Ellis recognized the monumental nature of these questions in terms of their philosophical and political ramifications as well as their historical significance. Ellis had a profound and life-long attachment to Thomas Jefferson and coincidently, his first appointment was at the University of Virginia. Perhaps inspired by his location, Ellis wrote his first book there, on the Jefferson courts. His fascination with the ideological complications of constructing a central government with regard to human nature developed and expanded over time.

The power of the Federal government was, for Ellis, the central problem for understanding America. His outstanding achievement, asserts Gerber, was tracing this central problem of U.S. ideology from early America through the Jacksonian years. Ellis published three significant books on this subject with Oxford University Press.

As Chair of the Department of History, Ellis was a “force advocate” for the department within the College of Arts and Sciences and within the University as a whole, recalls Gerber. Rejecting the practice of measuring apportioning of financial resources in terms of bottom line considerations, Ellis insisted that the distribution of funds should depend upon intellectual and pedagogical matters alone.

What made his career so remarkable was that his background was such an unlikely one for a professional scholar. Born in the Bronx to immigrant parents from Eastern Europe, Ellis grew up as part of a working class family. His first exposure to intellectualism came through joining a chess club in high school, where he met and played chess with émigré intellectuals who inspired him to pursue an academic life. His personal history, then, demonstrates the very nature of America: the child of immigrants writing a deeply significant history of some of the most complex legacies of the Founding Fathers.

Former students Remember Richard Ellis

As someone who was inspired by Richard Ellis’s undergraduate teaching, I thought I would write a brief remembrance. I recall stepping into his office in the late 1980s when he waved a copy of the Journal of the early republic in my face. “Here, you might want to look at this and come to terms with it,” he said in his gruff voice. It was the first time I ever heard of the journal. Dick wanted to make sure that my self-professed love for early national history was no fad. If I could wade through a series of erudite articles in a plain white journal with no images, then he would approve my aspirations for a PhD.

H-SHEAR readers will know Dick from his many well-respected books on early American political and constitutional history: The Jeffersonian Crisis, The Union at Risk, and Aggressive Nationalism. A student of Charles Bolton at Cal-Berkeley (where he earned his PhD in 1969), he viewed state and national politics, economic relations, and ideological debate over the Constitution as the most illuminating frameworks for understanding American history. Though he could be critical of other scholarly perspectives on the early republic (particularly those that...
I saw Dr. Ellis for the first time on the first day of class in the Fall of 2001. I was a beginning master’s student in his Constitutional History course, and I sat in the classroom early, waiting for the professor to arrive. I knew Dr. Ellis was the department chairman and an expert on the Constitution, and for some reason I expected a well-dressed man with the air of a lawyer. To my surprise, in walked a man in old jeans and a faded golf shirt now too small; he wore oversized glasses and a rough beard. Who was this guy? He was Dr. Ellis.

I quickly discovered that my first impression was mistaken. Beneath his rumpled appearance lay a keen mind. A few weeks into that first semester I asked Dr. Ellis for help with a paper. His description of the process of ratifying the Constitution in Rhode Island had piqued my interest. I wanted to write about it, but given the obscurity (I thought) of the topic, I needed help. Right away, Dr. Ellis named a half-dozen books and authors off the top of his head. He rattled off the complete history of Constitutional ratification in Rhode Island—Rhode Island! Over the years, I saw that this was no fluke. Dr. Ellis carried fifty years of learning with him, and he could recall it in detail at a moment’s notice. After completing my M.A., I joined the Ph.D. program, and in the spring of 2005 I became a teaching assistant for Dr. Ellis’s U.S. History survey. During one of the first lectures I noticed that his only notes were written on a single sheet of yellow legal paper. He unfolded it from his pocket and began talking. Within a few classes he didn’t even need that. He lectured from memory. And it flowed and fit together seamlessly. I now teach classes of my own, and for my lectures I have become wedded to PowerPoint presentations. I marvel at how Dr. Ellis simply talked and it all made sense.

The stories Dr. Ellis told his classes are legendary among his UB students. The anecdote of Andrew Jackson’s notorious duel with Charles Dickinson is remembered with special fondness. I can hear Dr. Ellis’s voice: “...and then Jackson lowered his gun... and fired into the man’s gut...” Anyone who knew Dr. Ellis can tell the story with their own impression of his distinctive, Brooklyn-accented growl. People slip into their Ellis voice unconsciously; it’s part of how the story goes.

Dr. Ellis could be gruff and grouchy and a little intimidating. He had high standards and he expected no shying when his expectations had not been met. Still, he cared about students. He regularly took his TAs out to lunch throughout the semester. Allegedly, it was to discuss how we were teaching our sections, but really it was because he enjoyed eating and talking, and he wanted to do something nice for his students.

Dr. Ellis will be missed. My friend Songho Ha, a former UB student, summed it up best: “We have lost a great historian and a one-of-a-kind character.”

David Head, PhD candidate in History, University at Buffalo

I was very fortunate to have Richard Ellis as my advisor and thesis director. Dick guided me through graduate school to a PhD. He used just the right amount of tough criticism and gentle encouragement to get me through the process. I was always amazed at his ability to remember some article or book chapter that could help me in my research. He was a walking, breathing Google. And no matter how crowded his office was with books and “stuff” (his office defied all laws of physics), Dick was able to put his hand on just the right piece of paper, article, or book he wanted.

Yes, he was gruff and at times a curmudgeon, but I learned early on that beneath the gruffness was a very kind man. I will miss him.

M. Ruth Kelly, Associate Professor of History, Chair of Department of Liberal Arts, D’Youville College

History Faculty Member Winner of a Prestigious Book Award

In Spring 2010, she is co-teaching a comparative course on women’s history in India and the United States, with Professor Susan Cahn.

The Many Lives of a Rajput Queen, her first book, investigates historical memory in South Asia as it evolved between 1550 and 1900. That research focused on the status and boundaries of communities in South Asia, as they used memory to define and assert themselves. Sreenivasan is now working on a new book project about the social history of caste and sectarian communities, both Hindu and Muslim, in the region of Rajasthan in northwestern India, between 1500 and 1900. In 2008, she gave invited talks based on this new research at the University of Washington, Seattle, and at Yale University.

Associate Professor Ramya Sreenivasan of UB’s Department of History has authored an award-winning book. Her book, The Many Lives of a Rajput Queen: Heroic Pasts in Indian History c. 1500-1900, was published simultaneously in 2007 in India and the United States. It has been chosen to win the 2009 Ananda Kentish Coomaraswamy Prize for the Best Book in South Asian Studies published anywhere in the world in 2007. The Coomaraswamy Prize is awarded by the Association for Asian Studies, and is currently the only book prize awarded for research about South Asia. This prestigious award recognizes the best research across the disciplines. Past winners have included historians, development economists, anthropologists, political scientists, and Sanskritists.

Professor Sreenivasan earned her PhD from Jawaharlal Nehru University (New Delhi, India) in 2002. Her research focuses on the social and cultural history of Northwestern India between 1550 and 1900. She has published articles on the social contexts of literary culture and historical memory in South Asia and on gender history. She regularly teaches courses on gender history, Islam in modern South Asia, and colonialism and modernity in South Asia. She has also helped several doctoral students in the Department, specializing in American History or European History, to develop teaching fields in South Asian history, the modern Islamic world, and Women in the modern world.

EMRG’s discussions beyond its strengths in early modern British, French, and American studies, to include Latin America, North Africa, and the Persian-speaking world in Asia. Between 2009 and 2010, they have brought four outstanding scholars to UB, whose research focuses on travel in the early modern world between the sixteenth and eighteenth centuries— including travel by Arabs to the Holy Land, by Jesuit missionaries to Latin America, by Dutch traders to the Indies, and by an Indian mixed-race soldier to England.

At the national level, Sreenivasan was elected to serve on the South Asia Council of the Association for Asian Studies from 2008-2011, and has subsequently been elected to serve as its Chairperson between 2009 and 2011.

At UB, Sreenivasan enjoys the collegiality and warmth of the History Department. She feels that being one of the smallest Ph.D-granting programs in the United States brings with it both disadvantages and strengths. Not having faculty sufficient to the size of the university, and in fact well below norms for other departments in comparably-sized first-tier public research universities, restricts the numbers and kinds of courses we could offer to our students, both undergraduate and graduate. If the History Department at UB is to realize its very real potential, it needs to continue hiring, to reinforce its strengths in American, European, and Asian history, as well as to add vibrant fields in the discipline which are currently not represented at UB—in Ottoman and Middle Eastern history, and in African history. On the other hand, the same shortage of faculty
Jennifer Gaynor received training in both History and Anthropology at the University of Michigan, Ann Arbor, and is an Assistant Professor in the Department of History. She has spent four years living in Indonesia where she carried out extensive fieldwork on the coasts and offshore islands of Sulawesi. She has also conducted research in Indonesia, Great Britain, and the Netherlands. As with her research, teaching draws on this interdisciplinary background and experience. She has taught courses on global maritime history, on culture, memory and the uses of the past, folk heroes and historical memory, colonial Southeast Asia through the novel, U.S. interventions in Southeast Asia (the Philippines, Indonesia and Vietnam); and Indonesia’s history from colonialism to independence. She has lectured on the history of reactions to the book after a postdoctoral fellowship at the Australian National University’s Research School of Pacific and Asian Studies, and two years as a Visiting Assistant Professor of History while a Mellon-funded Fellow at the University of Michigan, Ann Arbor. She recently returned from a year at Cornell University’s Society for the Humanities, where she worked on her book manuscript, Backwater and Foreshore: Sama Narratives and Practice at the Edges of Governance, and completed an article forthcoming in Radical History Review titled, “Flexible Fishing: Gender and the New Spatial Division of Labor in Eastern Indonesia’s Rural Litoral.”

Joseph and Rebecca Hartley’s Circumstantial Path to American Identity” in the Journal of American Ethnic History 28 (Spring 2009), and “What’s Wrong with Immigration History?” in Reviews in American History 36 (December 2008).

In July of 2008, he participated in a seminar sponsored by the Center for History Education, during which he worked with young historians on their professional training.

David Herzig, an Assistant Professor at UB, earned his PhD from University of Wisconsin-Madison. In 2005, he is interested in U.S. history, cultural history, gender history, and the history of medicine. His first book, Happy Pills in America: From Meltdown to Prozac (Johns Hopkins University Press, 2009), is a cultural history of psychiatric drugs since World War II. His next project is a history of prescription drug abuse, he is currently researching Quaaludes and so-called “scout pills” in the 1970s. He has given a variety of talks on topics such as the historical roots of direct-to-consumer drug advertising; the gender politics of Valium and Valium addiction; tranquillizers and masculinity in the Cold War; and lidt drug cultures in the postwar era.

Hal Langfur received his PhD from the University of Texas in 1999 and is an Associate Professor of History and Director of Undergraduate Studies in the History Department. His research focuses on colonial and post-independence Brazil, the early modern Atlantic world, race relations, comparative Indigenous history, cross-cultural encounters, and cultures of violence. Several of his articles have won awards, including the 2006 Conference on Latin American History prize for best article on Latin America, and “For Moved by Terror: Violence as Cultural Exchange in Late-Colonial Brazil,” Ethnohistory 52.2, and 2005, and the 2006 Conference on Latin American History prize for best article on Latin America, and “For Moved by Terror: Violence as Cultural Exchange in Late-Colonial Brazil,” Ethnohistory 52.2 (Spring 2005). Recently released in paperback, his book The Forbidden Lands: Colonial Identity, Frontier Violence, and the Persistence of Brazil’s Eastern Indians, 1750-1830 (Stanford, 2006) received “Honorable Mention” for the 2006 Ermine Wheeler-Voelting Prize for best book in the field of ethnohistory, awarded by the American Society for Ethnohistory. Langfur’s latest book chapters and articles have been published in the U.S., Brazil, and Portugal, including, most recently, “Elite Ethnography and Indian Eradication: Contesting the Cannibal in Early Nineteenth-century Brazil” in Contesting Knowledge: Museums and Indigenous Perspectives (University of Nebraska Press, 2009), and “Minas Expansionism, Minas Mestizq: a resistência dos índios em Minas Gerais de 1823 a 1828,” mit Maria Lima Chaves do Resende, Anais de História de Aflim-Mar (Lisbon, 2008). In June of 2009, he was invited to present his paper “Àreas Proibidas e Hierarquias Contestadas: Resistência Indígena à Incorporação Colonial na Mata Atlântica Sergipana” at an international conference on the Iberian World, co-sponsored by the Universidade Federal Fluminense and Brown University in Rio de Janeiro.

Patricia Mazon, an Associate Professor, received her PhD from Stanford in 1995. Her research focuses on the culture and politics of modern Germany, higher education, and gender. Her first book, Gender and the Modern Research University: The Admission of Women to German Higher Education, 1865-1914, appeared in 2003. She spoke at the Center for Transdisciplinary Gender Studies at the Humboldt University in Berlin in November 2008, on the occasion of the 100th anniversary of the admission of women to German universities, the subject of her first book. Mazon is co-director of the Graduate Group for German and Austrian Studies, which is the focal point for all German-related research and programming at UB, and supervises the annual grant competition for the German Academic Exchange Service (DAAD). She serves on the board of the Holocaust Resource Center of Buffalo. She offers the only two classes specifically on the Holocaust at UB. Currently, she is working on a new book project with the working title, Gender, Public Life, and National Discourse in the Postwar Germanies, 1945-2005.
Sasha D. Paul, an Associate Professor, received his PhD from University of Wisconsin in 2004. His research and teaching include Southern Europe and the Mediterranean region, fascism and authoritarianism, politics and religion, travel and tourism history, and comparative history. His award-winning book Tourism and Dictatorship: Europe's Peaceful Invasion of Franco’s Spain (New York, 2006) appeared this year in Spanish under the title La invasión pacífica: los turistas y la España de Franco (Madrid, 2009). Track currently serves as Director of the Masters Program in History and is UB’s faculty advisor for the Fulbright program.

Claire S. Schen, an Associate Professor, earned her PhD from Brandeis in 1996. She had just finished a year-long colloquium on “Forms of Religious Experience in the 17th-Century British Atlantic World” at the Folger Institute in Washington, DC. Her research there culminated in an article on apostasy and sin in seventeenth-century England. With Patrick McDevitt, she has wrapped up a five-year term as book review co-editor at the Journal of British Studies. Her research focuses on Early Modern England, the Reformation and religion, charity, and piracy. An essay drawing on some of this research, “Breaching Communion in Britain: Captives, Renegades, and the Redeemed,” appeared in Defining Community in Early Modern Europe, ed. Karen Sperring and Michael Halvorson (Ashgate, 2008).


Kristin Stapleton continues to direct the Ancient Studies Program, which she has done since arriving at UB in Fall 2007, and is an Associate Professor in the History Department. She coordinates the department’s Ancient Core graduate seminar in Spring 2009 and enjoyed learning more about the graduate program and the fine students in it. A Baldy Center grant brought five prominent Asianist scholars to campus in conjunction with the Ancient Core seminar. In addition to working to secure funding to develop Ancient studies at UB and serving on the executive board of the New York Conference on Asian Studies, Stapleton is pursuing her own research and writing on twentieth-century Chinese social and cultural history. Her review essay “Beijing, Olympic City” was published in the Journal of Urban History, and Shanghai People’s Press has published her article “Beijing’s Turbulent Stream and the Evolution of Family History” in a conference volume. She worked with her undergraduate advisor, Professor Rhoads Murphey of the University of Michigan, to produce a revised fifth edition of his popular textbook, East Asia: A New History. In summer 2009, she presented a paper on “Heritage Humor and the New Life Movement” at an international conference on Chiang Kai-shek held in Kingston, Ontario.

Charles L. Stinger is a professor of history and is currently serving as Senior Associate Dean in the College of Arts and Sciences, where he has worked in matters affecting faculty across CAS and for academic departments and programs in the area of Literature and Arts. He received his PhD from Stanford in 1971. His research area is Renaissance Italy, Italian Humanism, and history of the Renaissance city. His book, The Renaissance in Rome (Bloomington: Indiana University Press, 1985, paperback edition with new Preface 1998), won the American Historical Association’s Marraro Prize in 1985 as the best book in Italian History for that year.

Tamara Plaksin Thornton is a Professor of History and earned her PhD from Yale in 1987. She studies American cultural and intellectual history, the early republic and antebellum American, the structure of American intellectual life, American elites, and the history of reading and writing. Her 2007 article in the Journal of the Early Republic, “A Great Machine or a‘Beast of Prey?’: A Boston Corporation and its Rural Debtors in an Age of Capitalist Transformation,” was awarded the Ralph D. Gray Article Prize for best article of the year by the Society for Historians of the Early American Republic (SHEAR). Thornton was also invited to act as one of two faculty directing the SHEAR-Mellon Summer Seminar in Early American History. The seminar, funded by the Mellon Foundation and given under the auspices of SHEAR and the University of Pittsburgh’s McNeil Center for the Study of Early America, awards fellowships to ten undergraduates from around the country who came to Philadelphia for three weeks of directed study and research in Philadelphia archives. More recently, she presented a paper, “The Aesthetics of Commercial Landscapes,” at a conference held at NYU in June. The conference was limited to the contributors to a collection of essays with the working title, “For Purposes of Profit”: Essays on Capitalism in Nineteenth-Century America, edited by Michael Zakim and Gary Kornblith and forthcoming from the University of Chicago Press. Future plans include participating in a roundtable panel discussion on “Teaching the Early Republic” at the annual conference of the Society for Historians of the Early American Republic (SHEAR), in Springfield, IL, in July 2009. She currently serves on the Program Committee for SHEAR’s 2010 conference, and was on SHEAR’s 2009 Ralph D. Gray Article Prize Committee. In May 2009, she was elected Fellow of the Massachusetts Historical Society.

Jason R. Young earned his Ph.D. from the University of California, Riverside and is now an Associate Professor in the department where he teaches American, African American, and Atlantic history. Young is the author of Rights of Resistance: African Atlantic Religion in Kongo and the Lowcountry Region of Georgia and South Carolina in the Era of Slavery (LSU Press, 2007) and the co-editor, with Edward J. Blum, of The Worlds of W.E.B. Du Bois: New Essays and Reflections (Mercer University Press, 2009). Jason Young is currently conducting research toward his next book project, ‘To Make the Slave Aware’, Art, History and the Politics of Authenticity.

With great sadness, we note the passing of Alison Des Forges, wife of our colleague Roger Des Forges. An accomplished African historian and dedicated human rights activist, Alison was one of the victims of the Continental Airlines Flight 3407 crash on the night of February 12, 2009. We plan to highlight Alison’s remarkable life and the efforts of family, friends, and admirers to honor her and her life’s work in the 2010 issue of History Matters.

Graduate Student News

GRADUATE STUDENT PRESENTA-
TIONS, HONORS, AND FELLOW-
SHIPS 2009-2010

Dean Pavlakos

Pavlakos was accepted to and won funding to attend the Oxford University Digital History and eHistory Doctoral Workshops in September 2009.

The Journal of Colonialism and Colonial History has accepted Pavlakos’s article, “The Development of British Overseas Humanitarianism and the Congo Reform Campaign,” for publication in 2010.

GRADUATE STUDENT PRESENTA-
TIONS, HONORS, AND FELLOW-
SHIPS 2008-2009

Steve Gill

Gill was awarded a fellowship from the Huntington Library in San Marino, CA to attend the Mellon Summer Institute in English Paleography. Gill is writing his dissertation under the direction of Professor Claire Schen.

David Head


Tina Kibble

Kibble was named a 2008-2009 Dissertation Research Fellow at the Philadelphia Area Center for History of Science (PACHS). This grant will support a month of research at the Center. Kibble’s dissertation is being written under the direction of Professor Susan Cahn.

Kibble was also awarded one of two $1000 Gender Institute Scholarships for awards 2008-2009 from UB’s Gender Institute to support her work on women, eugenics, and public health.

Kibble was awarded the Clarke Chambers travel grant to conduct research at the Social Welfare History Archives at the University of Minnesota.

Dean Pavlakos


Katrina Sinclair

Sinclair was awarded a grant from the Arthur and Elizabeth Schlesinger Library on the History of Women in America located in the Radcliffe Institute of Harvard University to participate in their Summer Seminar on Gender History entitled “Sequels to the 1960s”.

Graduate Student Profile: Robert Vanwey

Robert Vanwey characterizes himself as “restless” and it’s easy to see how well that description fits him. A PhD candidate who is simultaneously enrolled in the UB Law School, Vanwey combines intellectual passion with a desire for concrete action. As an undergraduate history major at UB, he made the Dean’s List, earned both the Milton Pesau Award and the Excellence in Research Award from the Undergraduate College, completed an intensive summer program at the Chinese Capital Normal University (Beijing, China), and was voted Senior of the Year by UB’s Student Pro-

continued page 18

continued page 19
occurred to me that my history studies would be greatly enhanced by a deeper understanding of the way in which laws were formulated, enforced, and adjudicated. Thus, I decided to enroll in law school. After that, things continuously moved toward a “legal history” path.

Vanwey is currently working on a project with Rebecca French (Director of the Biddy Center for Law and Social Policy at UB) and Craig Preston (a lawyer and expert on Tibetan thought and language at UB). The project involves translating a set of law codes drafted in Tibet in the seventh century, when determining the historical context of the codes in addition to their legal-archaeological implications. The codes are something of an anomaly, explains Vanwey, because they were written and then revised over a period of about 25 years and then were used (primarily in Lhasa) until the 1950s. His role in the project has been to oversee the correct transcription of the original codes to a digital version.

“The challenge of my role,” he adds, “is that the originals were written in a different script than the digital (mainly because few people read the original script anymore). That then required me to learn the older script (when I learned Tibetan, I learned it only in the newer, more commonly used script).” During the summer of 2009, Vanwey spent nearly two months in Nepal improving his Tibetan language under the tutelage of Dr. Kenjo Jong, a Tibetan monk who previously taught at the University of Chicago and was the first Tibetan monk to be educated at Harvard. The History Department provided some of the funding for that trip.

Asked what led him to pursue history as an undergraduate major, Vanwey responds, “I always enjoyed the idea of exploration, but in today’s world it seems there is little new to discover. History has provided me a way to discover “new” things, even though they happened dozens or hundreds of years ago.” A native Buffaloian, he says that his decision to remain at UB to pursue his graduate and professional career is due both to the dual degree program, for which he has received a Gilbert Moore Fellowship (2009) from the Biddy Center for Law and Social Policy, and to the mentorship and inspiration of the History faculty. Vanwey credits Professor Roger Des Forges, in particular, with fueling his interest in China, challenging him to improve his writing, and encouraging him to travel to investigate his academic goals. Also instrumental in developing Vanwey’s interest in Asian Studies were Dr. Ray Barker, a history professor at ECC and an adjunct at UB, and Professor Tom Burkin, Director of Undergraduate Studies in, and former Director of, the Asian Studies Program. Dr. Burkin, says Vanwey, encouraged him to pursue a China-related bachelor’s degree that met his personal and career goals and set him on the path to a double major in Asian Studies and History. “If it were not for these three men,” reflects Vanwey, “I would probably have left UB with only a bachelor’s degree and no particular passion.”

Further, Vanwey’s experience with the fire service has shifted his perspective on the kind of scholarship he would like to pursue; he says that if he does continue to work in a scholarly vein, he will be searching for projects that “allow for some amount of field time.” Over the remainder of his time in the History Department and in the Law School, he plans to stay as busy as possible, involving himself in activities in both fields in the hope that his ultimate career path will become more clear. What is already clear is that Rob Vanwey is an excellent representative for the field of History and for UB. We wish him well in his studies!

Undergraduate News

History Department Awards more than $40,000 in Undergraduate Scholarships and Awards

Congratulations to the following students who received scholarships and awards from the Department of History this spring in recognition of their academic excellence, their leadership and personal positive qualities, and their plans to study abroad. All of these awards are made possible by the Department’s generous donors.

Joyce and John Milligan and Family Scholarships:

Thommas Edmund
Dominic Paz

Argo Award:
Mark Pawlowski

Pleuš Scholarships:
Joshua Adams
Katherine Herdtz
Kelly Sallander
Ashley Tobio
Zackary Drucker
Jesica Sullivan
Julie Savener
Dan Interdonati
Joshua Dell
Mark Boonshoft
Sara Calleri
Jacob Laurenti

Pleuš Study Abroad Awards:
Dan Interdonati – Cusco, Peru
Michael Smith – Montpellier, France
Mark Pawlowski – Kutahya, Turkey
John Michael Mulercz – Alcalá de Henares, Spain
Vicent Ortiz – Kobe, Japan
Joshua Dell – Seville, Spain
SchoeeKop Study Abroad Award:
Isaac Kramer – Santo Domingo, Dominican Republic

Funds Supporting History

Robert G. Rose ’65 Sets His Sights on Growing The Milton Plesur Scholarship

To Bob Rose ’65, Professor Milton Plesur of UB’s History Department “was not only a brilliant teacher, but a wonderful advisor,” he says. “He was the kind of person you could talk about life.” For 32 years, starting in 1955, Plesur was busy constructing a life at UB. He is one of the most fondly remembered professors in the Department, serving over the course of his UB tenure as Associate Dean and Director of the Social Sciences Program. “Milton Plesur was a person who was very interested in the lives of his students. His door was always open. And there was never a time when there wasn’t a student there,” Rose explains. For Rose, who today is a partner at Day Pinney LLP, a Northeast regional law firm, where he has practiced in its Morrisonville, NY office in the area of complex commercial litigation for nearly 35 years, Plesur served as an inspiration. Upon graduating from UB in 1965, Rose continued his education, earning an MA in History from Colamibia University, followed by a JD from Seton Hall. “I really appreciated the quality of my UB education when I went to Columbia University,” Rose notes. He speaks enthusiastically about how the professors of his day, including Plesur, not only nurtured his lifelong passion for history, but prepared him for his career.

Plesur himself established The Milton Plesur Scholarship with a generous gift of his entire estate. Today, the scholarship provides 12 graduate students yearly with merit and study abroad scholarships enabling them to concentrate on their research and studies, rather than having to take on additional employment to support themselves. Up to six graduate students receive dissertation fellowships, scholarships and travel awards for their last year of the doctoral program to provide the crucial funding they need to conduct research for their dissertations. This year, thanks to The Milton Plesur Scholarship, graduate student Robert Vanwey spent 10 weeks in Kamandra translating Tibetan philosophical texts, to support his research on Tibetan law codes. As a member of the College of Arts and Sciences Dean’s Advisory Council, Rose is well aware that as the number of history students at UB increases along with the rising cost of higher education, additional support from alumni is needed to further endow The Milton Plesur Scholarship and also provide spendable funds to meet immediate student needs.

By making a personal financial commitment to The Milton Plesur Scholarship and reaching out to fellow alumni, Rose is dedicated to making a direct impact on UB students. In a way, Rose carries on an element of Plesur’s legacy by helping to provide the means for History students to attain a quality education at UB. He encourages anyone who had the good fortune of knowing Plesur or simply wishes to reach others and change lives to consider supporting The Milton Plesur Scholarship by making a gift today.

To learn more about The Milton Plesur Scholarship or to give to the fund, please contact Donald Eckel, Development Director, at (716) 645-0050, donelck@buffalo.edu or give online at www.history.buffalo.edu and click on “Support The Department.”

Jessica Sullivan ’20 and Robert Rose ’65. Jessica is one of 12 exceptional undergraduates to receive the Milton Plesur Scholarship this year — all with GPAs of at least 3.4. She is writing her honors thesis on the period of UB campus unrest.

Joyce and John D. Milligan and Family Scholarships Sustain UB History’s Commitment to Diversity and Undergraduate Mentorship

The Joyce J. and John D. Milligan and Family Scholarships are awarded each year to two undergraduate History majors from underrepresented minorities, one for a prospective junior and one for a prospective senior, who demonstrate good academic credentials and good personal characteristics (attitude, personality, citizenship, and leadership). These awards are made available through the generosity of John D. Milligan, a long-time History Department faculty member, his wife Joyce who served the continued page 20
Edmund Thomas, Jr was an Ad
Alumni News
Thomas M. Grace was an Adjunct Professor between 2005 and 2007, during which time he taught "Labor, Government, and Politics" at Cornell ILR school (Buffalo) and an American history survey course at D’Youville college. In 2007 he worked with Kent Thomas M. at the New York State Labor and Working Class History. His book, tentatively titled Kent State: Death and Dissent During the Long Sixties, 1958-1973, is scheduled for publication in 2009 or 2010 by the University of Massachusetts Press. The book is an expansion and revision of his dissertation, "A legacy of dissent: the culture and politics of protest at Kent State University, 1958-1964," written under the supervision of Professor Michael Frisch.

continued page 22

Robert Linn (B.A. in History and Government, 1958) reports that he has made good use of his UB degree in his full-time teaching profession for 35 years and is still teaching today. While at UB, Linn was an Air Force ROTC, his three years of active duty as an Air Force officer sent him to California in 1959 where he began teaching American history and Government full-time at the secondary level (High School and Community College). He later received an M.A. in History and Political Science from California State University at Fullerton. He has been teaching in the Other Life-Long Learning Institute program (OLLI) of the Continuing Education Program since 2001. His classes include "The American Presidency" and "A Review of the Twentieth Century." His license plate proudly reads, "Alumni—University at Buffalo.

Monica Felker is a Speech Language Pathologist at the Buffalo Hearing and Speech Center. Focused on expanding the scope of her practice, she has worked in schools, agencies, preschools, homes and the speech/language clinic. She and her husband bought a home in West Seneca in 2007, and had their first child in March 2009. She writes, "I think about my wonderful UB experience often. I am reminded of UB every time I get to work with the new grads who come to BHSC when they are doing their externship or CF year."

H tidal Cretien became a Professor at the Dominican University of California after living and teaching in Florence, Italy for many years. She teaches teach Art History, History, and Graduate Humanities. She is also active in creating and teaching courses for Other Life Long Learning at both Dominican and Sonoma State. She also has a Life Long Learning group to Turkey in June 2008 and continues to take groups to Florence every year.

Salvatore Illuzzi, Superintendent of Schools, Cinnamonson Township School District, received the "Administrator of the Year" award from the New Jersey Association for Gifted Children Executive Board by unanimous vote in 2008. In recognizing Dr. Illuzzi for this honor, the Executive Board cited his "dedication to improve the quality of gifted education in your district (which) is exemplary and worthy of recogni-
tion." The award was formally presented at the NJAGC's 18th annual conference in February.

George Torok is a Professor of History, El Paso Community College (Texas) and is the author of A Guide to Historic Coal Towns of the Big Sandy River Valley (U. Tenn., 2004), Indian Trails, Caravans and Stagecoaches: El Camino Real and Transportation in El Paso to the 1880s, and Hidden Years: Early Photography in Western New York (Burchfield-Penny Art Center, 1993). He founded and hosts the television program along the Rio Grande, and is the Founding President of the Camino Real Trail Association.

Megan Meyer is pursuing an M.A. in History with Museum Studies concentration at Buffalo State College. During the summer of 2008, she was a national planning intern at the United States Holocaust Memorial Museum and the National Institute for Holocaust Education, conducting research for the museum's national planning project.

Ronald Ranus has been an Administrative Law Judge for 20 years and is now an Admin-istrative Law Judge in the NYS Department of Motor Vehicles in the Bronx. He serves on the Board of Directors of the New York State Administrative Law Judge Association. He is a member of the NYS Bar Association and the New Rochelle Bar association.

Robert Claxton (M.A. 1964) is Professor Emeritus at the University of West Georgia. In 2007 he received a 3.5 year Life Long Learning trip to Peru. His "history of early radio in Argentina (University of Florida Press). He's now working on a book-length history of the Carillon Kiwanis Club.

Trenchet Knapp is a Research Associate, Institute for Geospatial Analysis & Mapping; Geography-Geology, Adjunct Professor, Bio-

logical Sciences, Illinois State University and is currently pursuing an M.A. in Geographical Information Systems at Penn State. He has taught in the History Departments at Illinois State U., Eastern Illinois U., and Millikin U.

Keith Kozimi, an Associate Professor, was recently tenured at the University of Virginia in the Department of Biology and Cell Biology. He reports that despite his shift to the sciences, he "still loves history!"

Howard Basset (B.A. 1948, ED.M 1953) is the facilitator of SIRS, a Great Books discussion group of retired men, founded in 1999 and now boasting a membership of 22,000 in Northern and Central California.

Michele Tuscing Callaghan has worked in publishing for seventeen years and is currently a Manuscript Editor at Johns Hopkins University Press. She and her husband Dennis live in Edgewaite, MD, and have two children, Daniel and Emily.

Jean Richardson is an Associate Professor in the History & Social Studies Education Department at Buffalo State College. She also serves as Coordinator of Archival Resources at the Monroe Fordham Regional History Center as well as Director of the Buffalo Historical Geography-Information System Project. Her book A History of the Sisters of Charity Hospital, Buffalo NY 1844-1900 was published in 2005 by the Mellon Press.

Mark Ruff just received tenure and is now an Associate Professor of History at Saint Louis University. He also received a 20-month Ford Foundation fellowship from the Alexander von Humboldt Stiftung.

Lisa Diaz-Oruda is a first year law student at SUNY at Buffalo Law School and is an Arthur Schomburg fellow.

continued page 23

Continued...
manifested an aversion to “fappiness” and “softness” since ancient times, usually aligning these qualities with females and much of what our culture counts as “feminine.” This isn’t to suggest a transhistorical or continuous phobia in relation to fat per se, but that many of the ways in which fat gets stigmatized seem like reworkings of older obsessions with flimmery and hardness, whether physical or moral. Although most scholars treat anti-obesity prejudice as a purely “modern” development, I wouldn’t want to discount other factors that contribute to the loss/exercise/fashion industry a product of body mediated/appropriated/exploited by.

To what extent is our fascination with the culture altogether. In my own work, I’d find it amusing that some historians, ostensibly historians it can certainly offer useful insights. By considering popular culture, but for social scholars treat anti-obesity prejudice as a purely “modern” development, I wouldn’t want to discount other factors that contribute to the loss/exercise/fashion industry a product of body mediated/appropriated/exploited by.

Bodily ideals are created through complex conjurings of competing and often contradic-

It illuminate our understanding of history? How does examining issues of popular cul-

ture's core values. What's also interesting is how people engage creatively with these cultural products, evincing far more agency than is usually assumed by those who view mass culture as only about passive reception. Of course not all forms of history are necessarily illuminated by considering popular culture, but for social historians it can certainly offer useful insights. Can you tell us something about yourself that we wouldn’t find in your CV?

I’m married with two young boys, and enjoy cooking, music, movies, and drinking good beer.

while immersing themselves in some of their culture’s core values. What’s also interesting is how people engage creatively with these cultural products, evincing far more agency than is usually assumed by those who view mass culture as only about passive reception. Of course not all forms of history are necessarily illuminated by considering popular culture, but for social historians it can certainly offer useful insights. Can you tell us something about yourself that we wouldn’t find in your CV?

I’m married with two young boys, and enjoy cooking, music, movies, and drinking good beer.

Our thanks for generous contributions received between November 2008 and time of printing.
Our sincere thanks to the many alumni and friends who have generously supported the Department of History. Your donations help us attract top faculty and graduate students, support promising undergraduate majors, and host a stimulating series of lectures, symposia and other scholarly activities. Gifts of any size are most welcome and gratefully received.

Giving Options

If you wish to contribute online, you may do so by visiting www.history.buffalo.edu and click on “Support the Department.” If you prefer to make your gift by check, please make your check payable to the University at Buffalo Foundation, write “History Department” in the check memo line, and send it to:

University at Buffalo Foundation
Box 730
Buffalo, NY 14226-0730

For questions or more information on making a gift of securities or including the History Department in your estate plans, please contact:

Donald Elick
Director of Development
University at Buffalo
810 Clemens Hall
Buffalo, NY 14260-4600
Telephone (716) 645-1619
Email donelick@buffalo.edu

Stay in Touch

Stay in touch with UB and the Department of History by keeping your address and personal information updated. If you have any questions about this form, please call us at 716.645.6000 ext. 1157 or e-mail us at rmandzyk@buffalo.edu.

Last name__________________________
First name__________________________
Home Address________________________
City, State__________________________
Zip__________________________
Country, if not U.S.________________________
Home Telephone________________________
Preferred E-mail________________________

PROFESSIONAL INFORMATION

Company Name________________________
Title________________________
Address________________________
City, State________________________
Zip________________________
Country, if not U.S.________________________
Business Phone________________________

Preferred Contact Address:
[ ] Home [ ] Business

I would prefer to receive future issues of History Matters in:
[ ] Electronic format [ ] Print version

Let us know about your recent personal or career accomplishments:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Other comments:
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Please mail this form to:
University at Buffalo – College of Arts and Sciences
810 Clemens Hall, Buffalo, NY 14260
Attention: Roma Mandzyk