

# NEWS

of the National Humanities Center



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## Total War in a Lovely Place

*In 1914, Freiburg was a beautiful city of 85,000 near the wooded, mountainous Black Forest region of southwestern Germany. A Protestant elite coexisted, sometimes uneasily, with a Catholic majority, and the 800-year-old city's parks, theaters, concert halls, and museums made it a prime retirement destination. The well-documented effects of World War One on Freiburg made it an ideal subject for Roger Chickering (John P. Birkelund Senior Fellow 2004–05), who came to the National Humanities Center to complete a book on which he had worked for fifteen years, *The Great War and Urban Life in Germany*. Chickering recently talked with News of the National Humanities Center about Freiburg, total war, and his work as a peace historian.*

In the description of the project you have worked on at the Center, you wrote, "If 'total war' is understood to encompass the lives of all members of the belligerent societies, civilians and soldiers alike, it requires 'total history.' What is total history?"

The project came out of a series of conferences that a German colleague and I have been running for the last fifteen years on the history of total war, in connection with which we debated a great deal about what total war was all about. In my way of thinking this problem still hasn't been adequately solved, but there did seem to exist, at least, agreement on the proposition that total war involves

the complete erasure of the line between civilians and the military, and that it implicates, involves, draws in, all the people in the belligerent societies—men, women, and children. That sounds easy enough, but if you are a historian and you accept this premise, it poses formidable methodological problems for you. How then do you tell the history—or write the history—of total war if nothing is irrelevant? So this was the challenge that I decided a long, long time ago to pursue. To make a long story short, today I am about to begin the last chapter of *The Great War and Urban Life in*

*continued on page 14*



# From the President and Director



When I arrived at the National Humanities Center in January 2003, I was already convinced that there was something missing in the humanities. The something in question was human being—not a particular human being, but human being in general. Since the Greeks, the project of articulating and understanding what it is, and means, to be human has been an important part of the

mission of philosophy, literature, the arts—the humanities. The sciences have, of course, also contributed heavily to this understanding. In fact, when the subject was first raised, the distinction between the disciplines was less clear than it is now. Aristotle, who accomplished great things even without the benefit of a university structure, wrote on logic, physics, biology, dreams, poetics, metaphysics, ethics, politics, and rhetoric, and contributed to the understanding of human being in all of these fields. But it is striking that a number of thinkers who are today regarded exclusively as mathematicians or scientists—Newton, Galileo, Mendel, Einstein, Freud, and above all Darwin—have had a powerful influence on our understanding of human existence. The human has always been the object of an interdisciplinary inquiry.

About a generation ago, however, the humanities seemed to drop out of the game. A wave of enthusiasm for inhumanity arrived with structuralism; and the traditional disciplines of the humanities gave way, in some quarters, to “the human sciences.” To take just one example, the discussion of the concept of language was, for a time, conducted by high-profile thinkers who, for the most part, regarded language not as the distinctive essence of humanity, but as a kind of machine. For the better part of a generation, thinkers who in another era might have spent their time pondering the human condition were pondering the inhuman condition. The nature of human being was largely abandoned as a subject by humanists, and subsequent emphases on

material culture, cultural particularity, or globalization only confirmed this tendency.

All this time, however, the sciences were making daring new approaches to the understanding of the human. In such fields as evolutionary biology, anthropology, primatology, neuroscience, and cognitive science, researchers were discovering new ways to describe and understand such fundamental human attributes as communication, emotion, and creativity. The lines between the human, the animal, and the mechanical—lines that were never absolutely bright and clear—have become even more indistinct under the pressure of new scientific knowledge, not to mention the new technical capacities associated with genetic and computer science. And so, while humanists’ backs were turned, the concept of the human—the most elemental humanistic concept—has been receiving lots of attention from others.

Everybody knows about the (undoubtedly specious) fact that, in Chinese, the same character refers to “danger” and “opportunity.” Ever since I learned this, I have been wary of opportunities, but in this instance, I could sense an opportunity arising from within the danger. If “the human” has gone missing in the humanities, there is now an opportunity for a genuine conversation between humanists and scientists, a conversation based, as conversations should be, on a combination of shared interests and differing perspectives.

And so, in April 2005, after much careful consultation with our neighbors the North Carolina Biotechnology Center, we convened a group of distinguished scholars at the National Humanities Center to discuss the general situation. These scholars then helped to fashion a proposal that now serves as the basis for a program that is rapidly coming into focus. It will involve a number of fellows working at the Center—on their own projects, of course, but also participating in an ongoing initiative to be called “Autonomy, Singularity, Creativity.” The goal will be to create opportunities for responsive and qualified humanists to interact with receptive and open-minded scientists to gath-

er, synthesize, and assess new knowledge being developed about fundamental human capabilities—human being, human nature, human existence. By participating in this conversation, humanists will get access to a wide range of currently un-gathered knowledge, so that they might begin to find ways to reattach their own work to the contemporary understanding of the human. And scientists, it is hoped, will discover not only new contexts for their own work, but also a series of connections to other work going on in related areas. The result should be a deeper, richer, more informed understanding on all sides.

The project will last for several years, and will bring to the Center not only fellows working in the traditional way, on nine-month fellowships, but also a number of short-term visitors who will be engaged in working groups and conferences. At the end, we hope to produce a web archive of original essays combined with bibliography and hyperlinks to other websites—an upgradable resource that can be used by students, professors, and curious members of the general public. The project will begin in the fall of 2006, when one of the members of the planning group, Katherine Hayles of UCLA, will be in residence, with others.

The project will draw on the Center’s established strengths—its powerful and refined fellowship program, its experience in creative web archives, its staff ingenuity and commitment—but it will also bring with it a number of innovations. The short-term visitors, the working groups, the series of conferences on a single extended theme, and the creation of a collectively produced and dynamic archive all represent new developments for the Center. The project will be funded by several of our neighbors in the Research Triangle Park, Duke University, and corporations, foundations, and individuals to be named later.

The project is just at the beginning, so if any who read this think that...that something is missing, don’t hesitate to contact me.

A handwritten signature in black ink, reading "Jeffrey A. Jenkins". The signature is fluid and cursive, with a long horizontal stroke at the end.

# Recreating a Long-Gone Community

Deborah Harkness (John E. Sawyer Fellow 2004–05) spent more than a year immersed in the dark basements of London archives before she arrived at the National Humanities Center. She came with plastic tubs filled with files and notes. She needed a place to sit, organize the contents of the bins, and write without distraction.

She now says that her fellowship at the Center was just what she needed. “The NHC is the perfect place to write, because you have library resources without being in a library,” she says, adding, “You’re not tempted to procrastinate in the stacks.”

The extensive library resources are just one of the Center’s offerings she took advantage of during her fellowship year. The biggest surprise to her was the assistance she received from her fellow fellows.

At the Center, she says enthusiastically, “someone else has assembled this great cast of characters. You’re free to think, to ask questions, to learn from scholars outside your field.” For example, “I had no idea what a Southeast Asian anthropologist would have to contribute to my research.”

Harkness, a historian of science and medicine, spent last year trying to get a sense of what daily life was like in the scientific community that produced Sir Francis Bacon. Her London-based archival research focused on the scientific community of Elizabethan London—from roughly 1560 until 1620. So, how did scholars from other fields help her research?

“At a specialized research institution or back home, you’re surrounded by people who either know your work or have a similar perspective as you. Their feedback is invaluable, but an interdisciplinary setting like the NHC adds a different dimension to think about your work with a bigger perspective,” Harkness explains.

She began her current research project by asking, “What was it like to do science in Elizabethan London?” She quickly realized that the answer to this question would come in the form of answers to several smaller, more specific questions and problems.

guild records and public records and then letting that information create a scene for you.”

To make use of all these documents, she created what she calls a “tracking database”—a database of nearly 2,000 men and women engaged in scientific



“...the National Humanities Center “may just be the ideal place to write a book on how intellectual communities function.”

What would it be like to walk down the streets of Elizabethan London if you were someone interested in science? What would you worry about? What would you see in shop windows? And perhaps the most substantial problem for her: How do you “hang out” in a lab or a community that existed four hundred years ago?

Trying to come up with a method for getting in touch with communities long gone, Harkness borrowed some techniques from sociologists and anthropologists. She’s compiling an ethnographic look at how the various scientific communities of London functioned by “deep hanging out”—an anthropologist’s term, she says, “for gathering as much information as possible from archival sources like trade

or medical lines of work. By indexing the archival documents in a database, Harkness is able to discover patterns in people’s lives that were not visible before. And thus, she’s able to reconstruct a bit of history.

The dataset is “much larger” than she expected it would be when she started. In fact, it’s the largest database of early modern scientific/medical/technological figures of which she’s aware. Harkness knew at the outset that she would find the scientific community of London to be composed of more than white-jacketed lab workers and wealthy financiers, but her research quickly led her to include people not previously thought of as scientists.

*continued on page 5*

# New Grants to Support Teacher Professional Development

A \$600,000 grant from the Wachovia Foundation will allow the National Humanities Center to add new materials focused on African American history, literature, and art to its Seminar Toolbox Library. The grant is one of two recent gifts that will accelerate the growth and dissemination of the Center's education programs.

A second grant, of \$75,000 from the Z. Smith Reynolds Foundation, will help the Center strengthen the teaching of American history and literature in school districts across North Carolina by training professional development trainers to use the four existing seminar toolboxes—and the six additional toolboxes the Center plans to add by 2010.

The Center has crafted its Teacher Professional Development Program over the past decade to improve teaching and learning in American history and literature. At the heart of the program is the Toolbox Library. These online resources contain historical documents, literary texts, works of art, discussion questions, and lesson planning tools, with which teachers, collaborating with scholars from nearby colleges and universities, craft their own interdisciplinary seminars.

The Center recently launched its fourth online toolbox, "The Gilded and the Gritty: America 1870–1912." A fifth, "American Beginnings: America, 1492–1760," will be available in 2006. All the toolboxes give teachers and students access to texts currently unavailable online; "American Beginnings" contains selections from the Drake Manuscripts, a collection of drawings made by an untrained anonymous artist who accompanied Sir Francis Drake on his voyages to the Caribbean in the sixteenth century. Eventually the library will span the entire range of typical American history and literature curricula.

## NEW AFRICAN AMERICAN TOOLBOXES

Wachovia's grant—part of the company's \$10 million initiative to help preserve and promote African American history and culture; enhance educational opportunities for African Americans; and foster economic opportunity for African Americans—will allow the Center to create bookends to an existing toolbox, "The Making of African American Identity: 1865–1917." The first will cover the period from 1619 to 1865; the second will run from 1915 to 1968.

The Center developed "The Making of African American Identity" to deepen teachers' knowledge of a dark time in the history of race relations in America, and to help them discuss racial issues in the classroom with sensitivity and confidence. To do this, it adopted the "insider" perspective used by Colin Palmer (Fellow 1989–90; Trustee) in his two-volume series *Passageways: An Interpretive History of Black America*. Weaving thematic perspectives through a chronological structure and incorporating "the voices of the people," Palmer "situates African Americans at the core of their own history" and "depicts [them] actively constructing their own paths through hostile times and environments."

Comments from the teachers who have taken part in seminars based on "The Making of African American Identity, 1865–1917" suggest that the Center is succeeding in giving teachers new resources to tackle a difficult topic. "In the past I have just skimmed over this topic because it is so controversial; mainly because I didn't have any good resources," said one. "In this new school year I will teach Reconstruction...with more primary sources to be able to go into depth." Another announced plans to use the seminar as a starting point and model for a new senior elective course called African American Identity.



"Many websites deal with African American culture, but none combine literature, history, and art into thematically coherent units of study, and none are embedded in a comprehensive initiative like the Center's Teacher Professional Development Program," says Richard Schramm, vice president for education programs. "The quality of the toolboxes, the proven effectiveness of the seminars they generate, and the Center's commitment to reform teacher professional development will establish the three volumes of "The Making of African American Identity" as a powerful resource that could transform the way African American culture is taught in the nation's schools."

Construction of the new toolboxes will get underway next summer with institutes at the Center that will bring together scholars and high school teachers to identify texts and map out lines of inquiry. Palmer, Dodge Professor of History at Princeton University, will lead the institute on the period from 1619–1865 with William L. Andrews, Adams Professor of English at the University of North Carolina at Chapel Hill, and John Vlach, professor of American studies and anthropology at George Washington University. Three alumni fellows—Trudier Harris (Fellow

*continued at right*

1996–97), Sitterson Professor of English at UNC-CH; Richard Powell (Fellow 1995–96), Bassett Professor of Art History at Duke University; and Stephanie Shaw (National Endowment for the Humanities Fellow 1995–96) will lead the other covering the period from 1915 to 1968.

#### STATEWIDE TRAINING IN TOOLBOX USE

With the help of the Z. Smith Reynolds Foundation grant, the Center will collaborate with five state universities to provide training in its seminar model of professional development, which embodies the standards adopted by the state in 2003 for helping teachers continuously improve their content knowledge and instructional skills.

Faculty from Appalachian State University, East Carolina University, the University of North Carolina at Asheville, the University of North Carolina at Pembroke, and the University of North Carolina at Wilmington will contribute intellectual firepower to the project.

“This collaboration will give teachers the opportunity to study with outstanding scholars in American history and literature,” Schramm said. “In the process, they will also learn how to apply the state’s professional development standards to their own professional growth and that of their colleagues.”

Once instructed in both professional development standards and the use of

the Center’s toolboxes, educators will work with the Center and faculty at their universities to practice their new skills by building a seminar. The Center will continue to consult with a district as it integrates seminars into its schedule and budget.

#### REACHING ACROSS THE COUNTRY

As the Center works with educators across North Carolina, it has refined its training model to reach more teachers across the country. The Center previously trained school personnel to use its seminar toolboxes by assembling curriculum specialists, professional development coordinators, department chairs, lead teachers, and other personnel at the Center for two-day trainings. A new, leaner model that will send trainers to schools and districts for free, one-day trainings will allow the Center to disseminate its programs more rapidly and less expensively. A one-day training for statewide professional development planners in South Carolina in November was the first test of the new model.

For more about the Wachovia grant, see: [http://www.wachovia.com/inside/page/0,,139\\_415%5E1219,00.html](http://www.wachovia.com/inside/page/0,,139_415%5E1219,00.html)

For more about the Z. Smith Reynolds Foundation, see: <http://www.zsr.org/>

To visit the Seminar Toolbox Library see: <http://www.nhc.rtp.nc.us/pds/tblibrary.htm>

Apothecaries were early pharmaceutical chemists. Midwives employed an extensive knowledge of biology, physiology, and medicine. Aqua-vitae distillers were expert lab technicians who knew how to keep the chemicals they were working with from igniting. Gun and cannon designers had to be fluent in physics as well as chemistry. Yet none of these professions were then thought of as “scientific.”

“Of course,” says Harkness, “I’ll spend time in the book defending my ethnographic approach, the street-level-up approach. But the image of the scientific community that is emerging is so surprising.” For instance, she’s learning that the scientific community of Elizabethan London was composed of “men and women of all social classes.”

All the data she has collected has confirmed that “to live in Elizabethan London was to live in the center of a real scientific community.”

Oddly enough, the Center’s physical setting helped Harkness understand her own research a little better. At the beginning of the time period in which she is interested, Elizabethan London was a walled community with a small population that occupied little more than a square mile in size. The population grew dramatically during that time, but by today’s metropolitan standards, the London of the early seventeenth century was a small city. All this makes it more likely that members of the various scientific communities were aware of and interacted with each other on a daily basis.

“The NHC too is a walled community,” says Harkness. “Being here helped me understand the intellectual dynamics of Elizabethan London even more.” Given “the ways interacting with people can help shape directly and indirectly the work you do,” she postulates that the National Humanities Center “may just be the ideal place to write a book on how intellectual communities function.”

## Education Endowment Grows

The National Humanities Center’s education programs endowment has received two recent grants—one for \$100,000 from the William Randolph Hearst Foundation and the other for \$95,000 from the Christian A. Johnson Endeavor Foundation. Both foundations have supported the education programs generously in the past. The grants—which followed on the heels of a \$1 million challenge grant matched by nearly \$1.3 million in gifts and pledges by trustees of the Center—will bring the portion of the endowment dedicated to the education programs to more than \$4 million.

## National Humanities Center 2005–06 Fellows...



SAHAR AMER



THERESA  
BRAUNSCHNEIDER



KRISTEN E. BRUSTAD



SCOTT E. CASPER



KYEONG-HEE CHOI



SCOTT B. COOK



MADELEINE LOUISE  
DOBIE



MARK T. FIEGE



CATHERINE GALLAGHER



ROBERT S. C.  
GORDON



MARYEMMA GRAHAM



PHYLLIS W. HUNTER

Sahar Amer (Gould Foundation Fellow), Asian and International Studies, University of North Carolina at Chapel Hill, *Border Crossings: Representations of Gender in Medieval French and Arabic Literatures*

Theresa Braunschneider (Jessie Ball duPont Fellow), English, Washington and Lee University, *Reforming the Coquette: Consumption, Education, and Female Sexuality in British Literature, 1660–1750*

Kristen E. Brustad (Burkhardt Fellow\*), Middle Eastern Studies, Emory University, *Arabic from Empire to Nation: A Study in Language Ideology*

David N. Cannadine (Hurford Family Fellow), History, University of London, *The Penguin History of Nineteenth-Century Britain* SPRING SEMESTER

Scott E. Casper (Benjamin N. Duke Fellow\*\*), History, University of Nevada, Reno, *Sarah Johnson's Mount Vernon: African-American Life at an American Shrine, from Slavery to Jim Crow*

Kyeong-Hee Choi (Rockefeller Fellow), East Asian Studies, University of Chicago, *Rewritten in Divided Korea: Colonial Literature as a History, 1945–1960*

Linda Colley (GlaxoSmithKline Senior Fellow, spring semester), History, Princeton University, *The Ordeal of Elizabeth Marsh: A Global History*

Scott B. Cook (Burkhardt Fellow\*), Chinese, Grinnell College, *Reinterpreting the Confucian Tradition in the Light of Newly Excavated Manuscripts*

Madeleine Louise Dobie (Fellows' Fellow), French, Columbia University, *Trading Places: Colonialism, Slavery, and Eighteenth-Century French Culture*

Alice A. Donohue (Burkhardt Fellow\*), Classics and Archaeology, Bryn Mawr College, *Historiographic Structures in the Study of Classical Art* NOT PICTURED

Mark T. Fiege (Walter Hines Page Fellow\*\*), History, Colorado State University, *Natural Histories: Retelling Great Stories of the American Past*

Catherine Gallagher (Archie K. Davis Senior Fellow), English, University of California, Berkeley, *Undoing: Alternate-History Novels, Counterfactual Histories, and Social Policies in the Nineteenth and Twentieth Centuries*

Robert S. C. Gordon (John E. Sawyer Fellow), Italian, University of Cambridge, *The Holocaust in Italian Culture, 1944–2001*

Maryemma Graham (John Hope Franklin Senior Fellow), English, University of Kansas, *The House Where My Soul Lives: The Life of Margaret Walker*

Cynthia B. Herrup (Duke Endowment Fellow, spring semester), History, University of Southern California, *"When Mercy Seasons Justice": Pardons and the Constitution in Early Modern England*



JOHN LESTER JACKSON



MARTIN JAY



AKRAM F. KHATER



MARY KINZIE

## ...and Their Projects

Phyllis W. Hunter (Josephus Daniels Fellow\*\*), History, University of North Carolina at Greensboro, *Geographies of Capitalism: Imagining Asia in Early America*.

John Lester Jackson (Lilly Endowment Fellow in Religion and the Humanities), Anthropology, Duke University, *Black Judah: Race, Gender, and the Twelve Tribes of Transnationalism*

Sarah S. Jain (Rockefeller Fellow, spring semester), Anthropology, Stanford University, *Commodity Violence: American Automobility*

Martin Jay (John P. Birkelund Senior Fellow), History, University of California, Berkeley), *The Ambivalent Virtues of Mendacity: Lying in Politics*

Akram F. Khater (Lilly Endowment Fellow in Religion and the Humanities), History, North Carolina State University, *A Deluded Woman: Gender and the Politics of Religious Modernity in Eighteenth-Century Greater Syria*

Mary Kinzie (William C. and Ida Friday Senior Fellow), English, Northwestern University, *The Poems I Am Not Writing: A Meditation in Verse*

Thomas Miller Klubock (Burkhardt Fellow\*), History, State University of New York, Stony Brook, *La Frontera: Land, Labor, and Ecological Change in Chile, 1873-1993*

Maryanne Kowaleski (Delmas Fellow), History, Fordham University, *Living from the Sea: An Ethnography of Maritime Communities in Medieval England*

Tina Lu (Robert F. and Margaret S. Goheen Fellow), East Asian Studies, University of Pennsylvania), *The Boy Who Was an Ingot, or Money in Late Imperial Chinese Literature*

Gary A. Macy (Henry Luce Senior Fellow), Religion, University of San Diego), *Ordination and Women in the Medieval West*

Peter L. Mallios (National Endowment for the Humanities Fellow), English, University of Maryland, *Our Conrad: American Transatlantic Self-Imagings, 1900-1950*

Mark J. Maslan (Delta Delta Delta Fellow), English, University of California, Santa Barbara), *False Lives: Biographical Fraud and Contemporary Fiction*

Alastair James Minnis (Lilly Fellow in Religion and the Humanities), English, Ohio State University, *The Medieval Eye: A Crisis in Creation*  
SPRING SEMESTER

Ruth Nisse (Lilly Fellow in Religion and the Humanities), English, University of Nebraska, Lincoln, *Jacob's Shipwreck: Powers of Diaspora in the Postbiblical Literature of the Jewish and Christian Middle Ages*

Silvana Patriarca (NEH Fellow), History, Fordham University, *Italian Vices: The Discourse of National Character, c. 1815-2000*

Gerald J. Postema (John G. Medlin, Jr., Fellow), Philosophy, University of North Carolina at Chapel Hill, *The Discipline of Common Reason*

Cara W. Robertson, English and Law, Independent Scholar, *The Canning Affair: Law and Evidence in the Eighteenth Century: The Trial of Lizzie Borden*

Philip Rupprecht (William J. Bouwsma Fellow), Musicology, City University of New York, Brooklyn College, *Avant-Garde Nation: British Musical Modernism since 1960*

Paul K. Saint-Amour (NEH Fellow), English, Pomona College, *Archive, Bomb, Camera: Modernism in the Shadow of Total War*

Brenda D. Schildgen (Allen W. Clowes Fellow), Comparative Literature, University of California, Davis, *Heritage or Heresy: Preservation and Destruction of the Cultural and Natural Environment*



THOMAS MILLER  
KLUBOCK



MARYANNE KOWALESKI



TINA LU



GARY A. MACY



PETER L. MALLIOS



MARK J. MASLAN



RUTH NISSE



SILVANA PATRIARCA



GERALD J. POSTEMA



PHILIP RUPPRECHT



PAUL K. SAINT-AMOUR



BRENDA D. SCHILDGEN

\* Supported by the American Council of Learned Societies

\*\* Endowed by the Research Triangle Foundation

Fellows *continued from page 7*



STUART SEMMEL



BEN VINSON

Stuart Semmel (Carl and Lily Pforzheimer Foundation Fellow), History, University of Delaware, *"An Anthropology of Ourselves": A Cultural and Intellectual History of Mass Observation*

Ben Vinson (NEH Fellow), History, Pennsylvania State University, *The Forgotten Castes: Lobos, Moriscos, Coyotes, and Chinos in Colonial Mexico*



DEBORAH A. WONG



MADLINE C. ZILFI

Deborah A. Wong (NEH Fellow), Ethnomusicology, University of California, Riverside, *Big Beats: Taiko in Asian American California*

Madeline C. Zilfi (Delta Delta Delta Fellowship), History, University of Maryland, *Slavery and Society in the Late Ottoman Middle East*

### Distinguished Visitor

Helen Vendler (Assad Meymandi Fellow, spring semester), English, Harvard University

## Grants from The Andrew W. Mellon Foundation

The Andrew W. Mellon Foundation has renewed its support for two programs designed to encourage young humanities scholars. A new gift of \$662,000 will support transatlantic seminars for recent PhDs in the humanities and related social sciences based in the United States and Europe; another, of \$471,000, will support summer institutes, led by senior scholars, for junior faculty in departments of literature.

This past summer at Yale University, Professors Ulrich Halterm of the Humboldt—University in Berlin and Paul W. Kahn of Yale led one SIAS Summer Institute for European-American young scholars, "The Political: Law, Culture, Theology." Professors Gudrun Kramer of the Free University of Berlin and Mark Cohen of Princeton University led a second, "Hierarchy, Marginality, and Ethnicity in Muslim Societies," which met at the Wissenschaftskolleg zu Berlin. In summer 2006, the former seminar will conclude at a site in Europe; the latter will reconvene either at Princeton or the National Humanities Center.

The SIAS Summer Institutes are sponsored by SIAS (Some Institutes for Advanced Study), whose members include the Center for Advanced Study in the Behavioral Sciences, the Collegium Budapest, the Institute for Advanced Study, the National Humanities Center, the Netherlands Institute for Advanced Study, the Radcliffe Institute, the Russell Sage Foundation, the Swedish Collegium for Advanced Study in the Social Sciences, and the Wissenschaftskolleg zu Berlin. In addition to The Mellon Foundation, the Alexander von Humboldt Foundation also provides support for the institutes.

The Center will offer two Summer Institutes for Literary Scholars in 2006. Catherine Gallagher (Archie K. Davis Senior Fellow) of the University of California at Berkeley will lead one; the other will be under the direction of James Wood, Professor of the Practice of Literary Criticism at Harvard University. The details of these seminars will appear on the Center's website, [www.nhc.rtp.nc.us](http://www.nhc.rtp.nc.us), and in the spring 2006 *News of the National Humanities Center*.





TWO LEADING SCHOLARS OF AMERICAN LITERATURE, TWO-TIME FELLOW ANDREW DELBANCO (LEFT) OF COLUMBIA UNIVERSITY AND RICHARD BRODHEAD (RIGHT), WHO RECENTLY LEFT YALE UNIVERSITY TO BECOME PRESIDENT OF DUKE UNIVERSITY, LED AN ENGAGING AND ENTERTAINING DISCUSSION OF HERMAN MELVILLE ON THURSDAY, OCTOBER 27 FOR FELLOWS, TRUSTEES, AND FRIENDS OF THE CENTER. ANOTHER LEADING LITERARY LIGHT, GEOFFREY HARPHAM (CENTER), MODERATED THE DISCUSSION, WHICH TOOK PLACE NEXT DOOR TO THE CENTER AT THE NORTH CAROLINA BIOTECHNOLOGY CENTER.



TRUSTEE JOHN ADAMS PAID TRIBUTE TO JOHN MEDLIN (ABOVE, LEFT AND RIGHT) AND STEPHEN WEISS (INSET AT LEFT) DURING THE FALL BOARD MEETING, WHEN THE TWO RETIRING TRUSTEES WERE HONORED FOR THEIR LONG AND DISTINGUISHED SERVICE. MEDLIN AND WEISS, ADAMS SAID, SHARED THE "CLEARSIGHT AND ARDOR" THAT ILLUMINATES THE BEST WORK DONE AT THE CENTER. AS LONGTIME CO-CHAIR OF THE DEVELOPMENT COMMITTEE, MEDLIN HELPED LEAD A \$22 MILLION ENDOWMENT CAMPAIGN; AS CHAIR OF THE INVESTMENT COMMITTEE, WEISS RECENTLY WAS ABLE TO ANNOUNCE THAT THE CENTER'S ENDOWMENT EXCEEDED \$50 MILLION FOR THE FIRST TIME.

## Goldsmith Foundation Renews Support

The Horace W. Goldsmith Foundation has made a new grant of \$100,000 to the National Humanities Center. The grant will provide support for Goldsmith Fellows in 2007–08 and 2008–09. The most recent scholar to hold a Goldsmith Fellowship at the Center was Israel Gershoni, professor of Middle Eastern studies at Tel-Aviv University, who in 2004–05 wrote seven out of ten chapters for his book *Egypt in the Second World War, 1938–1945*, and edited, with Amy Singer and Hakan Erdem, *Narrating History: Histories and Historiographies of the Twentieth-Century Middle East*. A grant from the foundation also helped endow the William C. and Ida Friday Senior Fellowship, which supports a scholar in each class of fellows.

## Annual Fund Report

The trustees, friends, and fellows of the National Humanities Center contributed \$454,536 to the annual fund drive in the fiscal year that ran from July 1, 2004, through June 30, 2005. Annual giving by individuals primarily provides unrestricted support for the Center's operations; gifts by alumni fellows also help support the Fellows' Fellowship, held in 2005–06 by Madeleine Dobie of Columbia University. The Center is grateful to its generous supporters.

### Annual Giving, 2004–05

Current, emeriti, and former trustees	(62)	\$309,142
Fellows	(259)	\$55,573
Other friends	(192)	\$89,821
<b>Total Individuals</b>	<b>(513)</b>	<b>\$454,536</b>

## Recent Books by Fellows

Anderson, Judith H. (National Endowment for the Humanities Fellow 1995–96). *Translating Investments: Metaphor and the Dynamic of Cultural Change in Tudor-Stuart England*. New York: Fordham University Press, 2005.

Brundage, W. Fitzhugh (NEH Fellow 1995–96). *The Southern Past: A Clash of Race and Memory*. Cambridge, Mass.: Belknap Press of Harvard University Press, 2005.

Cohen, Deborah (Andrew W. Mellon and NEH Fellow 2001–02), ed. *Comparison and History: Europe in Cross-National Perspective*. Edited by Deborah Cohen and Maura O'Connor. New York: Routledge, 2004.

Corteguera, Luis R. (Delta Delta Delta Fellow 2001–02), ed. *Women, Texts, and Authority in the Early Modern Spanish World*. Edited by Marta V. Vicente and Luis R. Corteguera. Aldershot, Hampshire, U.K.: Ashgate, 2003.

Curd, Patricia (Walter Hines Page Fellow\* 2001–02). *The Legacy of Parmenides: Eleatic Monism and Later Presocratic Thought*. Las Vegas: Parmenides, 2004.

Dabney, Lewis M. (GlaxoSmithKline Senior Fellow 2001–02). *Edmund Wilson: A Life in Literature*. New York: Farrar, Straus and Giroux, 2005.

Delbanco, Andrew (Lilly Fellow in Religion and the Humanities 2002–03). *Melville: His World and Work*. New York: Knopf, 2005.

Early, Gerald Lyn (John Hope Franklin Senior Fellow 2001–02). *This Is Where I Came In: Black America in the 1960s*. Lincoln: University of Nebraska Press, 2003.

Erenberg, Lewis A. (Frank H. Kenan Fellow 2003–04). *The Greatest Fight of Our Generation: Louis vs. Schmeling*. Oxford: Oxford University Press, 2006.

Folda, Jaroslav (Allen W. Clowes Fellow 1998–99). *Crusader Art in the Holy Land: From the Third Crusade to the Fall of Acre, 1187–1291*. New York: Cambridge University Press, 2005.

Foreman, P. Gabrielle (Rockefeller Fellow 2003–04), ed. *Our Nig, or, Sketches from the Life of a Free Black*, by Harriet E. Wilson. 1859. Edited with an introduction and notes by P. Gabrielle Foreman and Reginald H. Pitts. New York: Penguin Books, 2005.

Hoogenboom, Hilde (Jessie Ball duPont Fellow 2000–01), trans. *The Memoirs of Catherine the Great*. Translated by Mark Cruse and Hilde Hoogenboom. New York: Modern Library, 2005.

Inwood, Brad (Josephus Daniels Fellow\* 1995–96). *Reading Seneca: Stoic Philosophy at Rome*. Oxford: Clarendon Press, 2005.

Kapferer, Bruce (Archie K. Davis Senior Fellow 2004–05), ed. *Aesthetics in Performance: Formations of Symbolic Construction and Experience*. Edited by Angela Hobart and Bruce Kapferer. New York: Berghahn Books, 2005.

Krech, Shepard, III, and Carolyn Merchant (MacArthur Environmental History Fellows 2000–01), eds. *Encyclopedia of World Environmental History*. 3 vols. Edited by Shepard Krech III, J. R. McNeill, and Carolyn Merchant. New York: Routledge, 2004.

Luria, Keith P. (Lilly Fellow in Religion and the Humanities 2000–01). *Sacred Boundaries: Religious Coexistence and Conflict in Early-Modern France*. Washington, D.C.: Catholic University of America Press, 2005.

McDowell, Paula (Walter Hines Page Fellow\* 1999–2000), ed. *Elinor James The Early Modern Englishwoman: A Facsimile Library of Essential Works; Printed Writings, 1641–1700*, ser. 2, pt. 3, vol. 11. Aldershot, Hampshire, U.K.: Ashgate, 2005.

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Minnich, Nelson H. (Lilly Fellow in Religion and the Humanities 2004–05), ed. *Controversies: Responsio ad epistolam paraeneticam Alberti Pii, Apologia adversus rhapsodias Alberti Pii, Brevissima scholia*, by Erasmus. Edited by Nelson H. Minnich. Translated by Daniel Sheerin. Annotated by Nelson H. Minnich and Daniel Sheerin. Vol. 84 of *Collected Works of Erasmus*. Toronto: University of Toronto Press, 2005.

Nolan, Maura (Carl and Lily Pforzheimer Foundation Fellow 2004–05). *John Lydgate and the Making of Public Culture*. Cambridge Studies in Medieval Literature, 58. Cambridge: Cambridge University Press, 2005.

Ohi, Kevin (Benjamin N. Duke Fellow\* 2004–05). *Innocence and Rapture: The Erotic Child in Pater, Wilde, James, and Nabokov*. New York: Palgrave Macmillan, 2005.

Peacock, James L. (John G. Medlin, Jr., Fellow 2003–04), ed. *The American South in a Global World*. Edited by James L. Peacock, Harry L. Watson, and Carrie R. Matthews. Chapel Hill: University of North Carolina Press, 2005.

Perdue, Theda (Archie K. Davis Senior Fellow 2003–04). *The Cherokee Removal: A Brief History with Documents*. 2nd ed. By Theda Perdue and Michael D. Green. Boston: Bedford/St. Martin's, 2005.

\_\_\_\_\_. *The Cherokees*. Rev. ed. Philadelphia: Chelsea House, 2005.

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## Jon Sensbach on *Rebecca's Revival*

Jon Sensbach spent 2001–02 as a National Endowment Fellow at the National Humanities Center working on *Rebecca's Revival: Creating Black Christianity in the Atlantic World*. Published by Harvard University Press in March, *Rebecca's Revival* tells the story of Rebecca Protten, the first known black Protestant missionary in the Americas. A freed slave, Protten spurred the rise of the first evangelical slave communities in the Caribbean during the 1730s. Prior to his fellowship, Sensbach had visited the Moravian Church archives in Germany, where he pored over thousands of pages of original diaries and letters from the 1730s, including letters written by Protten herself and accounts of her written by missionaries. Just before he left the Center in spring 2002, Sensbach discovered—in another Moravian archive, in Bethlehem, Pennsylvania—“a blueprint for understanding the first generation of black Protestant Christians in the New World,” a list of 8,000 people of African descent who were baptized in St. Croix, St. John, and St. Thomas from 1736 into the 1840s. *News of the National Humanities Center* recently asked Sensbach three questions about his recent addition to the Robert F. and Margaret S. Goheen Collection of books written at the Center.

How is *Rebecca's Revival* different than it would be if you had not been able to work on it for a year at the Center?

It's different because it's finished. Without that year, which came at precisely the right moment when I was ready to write, I'd still be plodding

along somewhere about halfway through. And, of course, access to the nearby library resources, particularly the Divinity School Library at Duke, was immensely helpful.

Is there an individual, an event, or a moment during your fellowship year that was especially critical to the direction your book would take?

Though it didn't directly influence the shape of the book, the moment that stands out in my mind was the morning of 9/11. The fellowship year had just started, and as a group we were still getting acquainted. Many of us gathered to watch what was unfolding on TV that morning, and during the following weeks we got to know each other very well as we talked through what had happened. So the experience perhaps helped us gel more quickly as a community, and that sense of fellowship is obviously crucial to the scholar's progress and the Center's mission.

If you were awarded a new fellowship at the Center, what project would you pursue?

I'm beginning a study on religious life in the American South in the eighteenth century—that is, before the rise of what we've come to think of as the Southern Bible Belt. I'll be examining the convergence of competing Native American, European, and African religions to try to understand how belief influenced people's attempts to shape the world around them, and how it was that evangelical Protestantism arose from these various strands to become the dominant form of worship in the region.



“This book is a rare gem, reminiscent of Laurel Thatcher Ulrich’s *A Midwife’s Tale*; Sensbach’s detective work in piecing together spare Dutch and German sources to recreate Rebecca’s life is astonishing. His prose is fluid and graceful, his mind is sharp and the story he tells is riveting.”

PUBLISHER’S WEEKLY



## Kudos A sampling of good news from our Trustees and Fellows

Tista Bagchi (Robert F. and Margaret S. Goheen Fellow 2001–02) has been named to a three-year term as a member of the Indian Council of Social Science Research. She teaches at the University of Delhi, where in 2003 she became a full professor in the Department of Linguistics. She has recently been coeditor of a volume of conference proceedings published in India from a multidisciplinary conference she helped organize in April 2004 on the theme “The Construction of Knowledge.”

Harlan Beckley (Jessie Ball DuPont Fellow 1995–96) has been named acting president of Washington and Lee University for the 2005–06 academic year. Beckley, who has taught at Washington and Lee for more than thirty years, will serve in the interim position as the university searches for a new president.

Leslie M. (Bud) Baker, Jr. has become interim president of Old Salem, the restored 18th-century Moravian village at the original site of Salem, North Carolina.

Christopher Celenza (Burkhardt Fellow of the American Council of Learned Societies 2003–04) has been awarded the Phyllis Goodhart Gordan Book Prize for 2005 by the Renaissance Society of America for the book he worked on during his fellowship, *The Lost Italian Renaissance: Humanists, Historians, and Latin's Legacy* (Johns Hopkins University Press, 2004).

Lewis Dabney (GlaxoSmithKline Senior Fellow 2001–02) received a page one review in the *New York Times Book Review* of his new book *Edmund Wilson: A Life in Literature*. Louis Menand wrote about it in the *New Yorker*, as did James Wood in the *New Republic*. Although he spent twenty years on his life of Wilson, Dabney is not done with the great man yet; next he plans to edit a collection of Wilson's work for the Library of America. For the text of the interview Dabney gave to the *News of the National Humanities Center* in 2002, visit [nhc.rtp.nc.us/newsletter2002/dabney.pdf](http://nhc.rtp.nc.us/newsletter2002/dabney.pdf).

Denis Donoghue (Mellon Fellow 1991–92; Distinguished Visitor, 1995–96, '96–97, '98–99; Trustee) has published *The American Classics: A Personal Essay* (Yale University Press, 2005).

Jean Bethke Elshtain (Lilly Fellow in Religion and the Humanities 2000–01; Trustee Emerita) joined the National Council on the Humanities, for the remainder of a six-year term expiring Jan. 26, 2010. The Council advises the chairman of the National Endowment for the Humanities.

Stanley Fish (Fellow 1991–92) has signed a five-year contract to teach in the young law school at Florida International University. Fish retired last year as dean of the College of Liberal Arts and Sciences at the University of Illinois at Chicago.

Monika Fludernik (Mellon Fellow 1990–91) has recently edited two publications, *Diaspora and Multiculturalism: Common Traditions and New Developments* (Cross/Cultures 66, Rodopi, 2003) and, with Greta Olson, *In the Grip of the Law: Trials, Prisons and the Space Between* (Peter Lang, 2004).

Brad Inwood (Josephus Daniels Fellow\* 1995–96) won the CHOICE Outstanding Academic Title, 2004, for his book *The Cambridge Companion to the Stoics*.

Jonathan Levin (NEH Fellow 1998–99) has been appointed dean of the School of Humanities at Purchase College, part of the State University of New York. Levin is currently completing the book he worked on as a fellow, *Cultivating Nature: Essays in American Literary Ecology*.

Steven Marcus (Fellow 1980–81, '81–82; Trustee) was the guest of honor at “The Long Nineteenth Century,” a symposium in his honor at Columbia University on October 14, 2005. Speakers with a National Humanities Center connection included Andrew Delbanco, James Olney, Jonah Siegel, and Patricia Meyer Spacks.

Michael Peletz (Mellon Fellow 1999–2000) is spending the 2005–06 academic year at the Institute for Advanced Study, in Princeton, completing work on a book project titled *Diversity, Legitimacy, and Inequality: Gender Pluralism in Muslim and Buddhist Southeast Asia Since Early Modern Times*, which was one of the projects he was pursuing during his year at the Center. Also at the Institute are Louise McReynolds (NEH Fellow 1995–96; 1999–2000), Jeremy Popkin (Delta Delta Delta Fellow 2000–01), and Muhammad Zaman (Lilly Endowment Fellow in Religion and the Humanities 2000–01). Once he completes his fellowship, Peletz will be leaving Colgate University to join the Department of Anthropology at Emory University.

Piotr Sommer (Hurford Family Fellow 2004–05) received a glowing review of his book *Continued* in the *Guardian* (September 17, 2005), in which Mark Ford writes that Sommer “is increasingly coming to be seen as one of Poland's most exciting and influential poets.” To hear Sommer read—in both English and Polish—visit: <http://nhc.rtp.nc.us:8080/newsletter2005/nhc-newsspr2005sommer.htm>.

Mary C. Sturgeon (NEH Fellow 1982–83) has published a new book, *Corinth IX.3: The Assemblage from the Theater* (The American School of Classical Studies at Athens, 2004).

Charlotte Sussman (Burkhardt Fellow of the American Council on Learned Societies 2003–04) and her husband Jeremy Green are both spending 2005–06 as visiting professors in the Duke University Department of English. They have also welcomed a new family member—Jacob Walter Green, who was born June 14, 2005.

Maureen Warner-Lewis (Benjamin N. Duke Fellow\* 1993–94) has won three prizes for her book *Central Africa in the Caribbean: Transcending Time, Trans-*

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\* Endowed by the Research Triangle Foundation

Kudos continued from left

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*forming Cultures* (University of the West Indies Press, 2003): the 2004 Caribbean Studies Association Gordon K. and Sybil Lewis Award; Best Academic Publication in 2003 by the Book Industry Association of Jamaica; and Best Publication in the Faculty of Humanities and Education of the University of the West Indies, 2004.

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## In Memoriam

David Daiches (Mellon Senior Fellow 1987–88), died on July 15 at the age of 92. A distinguished literary scholar and historian, his many influential works of criticism included *The Novel and the Modern World* (1939), *A Study of Literature* (1948), *A Critical Approach to Literature* (1956), *A Critical History of English Literature* (1960), and *More Literary Essays* (1968). He also wrote studies of Burns, Milton, Boswell, Scott, Lawrence, and Virginia Woolf, and a biography of Charles Edward Stuart. His later works included guides to cultural monuments in Glasgow, Edinburgh, and the British Isles. A native of Sunderland whose family moved to Edinburgh when he was six, his 1956 book *Two Worlds* described his schooldays as the son of a prominent Orthodox rabbi. He attended Edinburgh College and Balliol College, Oxford, and became an assistant in English at Edinburgh in 1935. During his long career he also taught at the University of Chicago, Cornell University, and the University of Sussex, where he was professor and dean of English studies. During World War II he served as second secretary at the British embassy in Washington.

Books continued from page 10

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Rappaport, Joanne (NEH Fellow 2002–03). *Intercultural Utopias: Public Intellectuals, Cultural Experimentation, and Ethnic Pluralism in Colombia*. Latin America Otherwise: Languages, Empires, Nations. Durham: Duke University Press, 2005.

Rogers, Eugene F., Jr. (NEH Fellow 1998–99). *After the Spirit: A Constructive Pneumatology from Resources Outside the Modern West*. Radical Traditions. Grand Rapids, Mich.: William B. Eerdmans, 2005.

Smith, D. Vance (NEH Fellow 1998–99). *Arts of Possession: The Middle English Household Imaginary*. Medieval Cultures, vol. 33. Minneapolis: University of Minnesota Press, 2003.

Sterba, James P. (Archie K. Davis Senior Fellow 2001–02), ed. *Justice: Alternative Political Perspectives*. 4th ed. Belmont, Calif.: Wadsworth/ Thomson, 2003.

\_\_\_\_\_, ed. *Social and Political Philosophy: Classical and Western Texts in Feminist and Multicultural Perspectives*. 3rd ed. Belmont, Calif.: Wadsworth, 2002.

Talbert, Richard J. A. (Robert F. and Margaret S. Goheen and Andrew W. Mellon Fellow 2000–01). *The Romans: From Village to Empire*. By Mary T. Boatwright, Daniel J. Gargola, and Richard J. A. Talbert. New York: Oxford University Press, 2004.

Thompson, John A. (Fellow 1993–94). *Woodrow Wilson*. Profiles in Power. London: Longman, 2002.

Wilson, Eric G. (John E. Sawyer Fellow 2003–04). *Coleridge's Melancholia: An Anatomy of Limbo*. Gainesville: University Press of Florida, 2004.

*Germany.* Just in the interest of practicality, I decided I would have to tackle a smaller unit than a whole country. I selected Freiburg, owing in large part to its size.

Other than its size, what made Freiburg attractive as the subject of a total history?

There are actually several answers to this question. The principal one, I would say, has to do with an air raid in the city of Potsdam at the end of the Second World War, in which the German military archives were, as far as we know, destroyed. In the case of Freiburg, however, the relevant records survived in the Badenese capital of Karlsruhe. I discovered, as well, the archives of the municipal council, the city council—mountains of papers—and I was also able to get my hands on every issue of all seven of the newspapers that appeared in that period.

other jobs. It was a quieter place, insofar as most of the church bells had been taken away and melted down. The place, however, was also quieter owing to the disappearance of practically all transportation, with the exception of the tram lines. The horses were likewise inducted, so there were fewer wagons on the roads. Correspondingly, it also tended in at least one respect to smell better, because of the absence of livestock in the streets. In many physical respects you could see the difference. Streets and houses were in disrepair, because neither the materials nor the labor was available to fix them.

How were the hardships distributed?

I have spent a lot of time asking the question: What would it have taken to survive, or to survive in reasonable comfort, during this war? I have taken some

had an income that fell below this crucial mark. So one could say that at least three-quarters of the population lived through this war in really, really significant material hardship, which was an awful lot of folks.

What was the impact of war on Freiburg's institutions and the services they provided?

It certainly brought about a radical reshuffling in the services that institutions were expected to provide. You can watch this in the growth of the bureaucratic empire in City Hall, in an office that had not even been created before 1915, but was called the Municipal Food Office. This office and its various sub-departments became charged with the procuring and distribution of all manner of foodstuffs. It became the public feeder and it was the most direct, immediate, and constant source of contact between the city government and the people who were governed. And it was also the principal source of the problem, because every imaginable kind of institutional screw-up could also be found in this office.

Freiburg endured more air raids, something between forty and fifty, than any German city during the First World War. These raids killed thirty-one people. It also was affected by the hundreds of thousands of soldiers who passed through the city.

Soldiers were a constant presence, there was simply no denying that, as they passed through the city for sometimes no more than a couple of hours, sometimes for periods of up to several months on their way to and from the front. These tended to be healthy soldiers who, as we say, became less enthusiastic about what they were doing as the war went on. But their places were increasingly taken by soldiers who had been wounded. Freiburg was also, because it lay close to the front, a medical center. It had at any given time close

*continued at right*



**“How then do you tell the history—or write the history—of total war if nothing is irrelevant?”**

The working title of your book, *Total War in a Lovely Place*, implies that there are worse places than Freiburg to do research. How did this lovely city change as the war continued?

There were ways in which the physical appearance of the place did change and change noticeably. For one thing, it was dirtier, owing to the fact that the garbage men and the street sweepers were no longer there. They were either inducted into the army, or they were placed in

of the figures the city government itself used, which suggested that an income of 2,400 German marks, which at the time would be equivalent to about \$600, was the minimum that one family of four people needed to survive. Below that income level, a family was entitled to public assistance, as the city made available subsidized food, clothing, and other things. I have also discovered that something like 80 percent of the population

to two dozen military hospitals in operation. On any given day there could be as many as 5,000 convalescent soldiers. The sight of sometimes frightfully injured and maimed soldiers became commonplace in the city.

Another common sight in wartime Freiburg was the presence of women in jobs once reserved for men.

Something like two-thirds of the population in the middle of the war was female. In the absence of males, women began to colonize the workforce. They simply had to, so they began to appear in all kinds of places that had hitherto been reserved for males. Women began to drive the trams in uniform—for some reason, that was the most startling sign of the change—although, of course, women were massively present as well in offices, in industry, in City Hall, where the continued functioning of this whole bureaucratic machine and the economy of the place was inconceivable without the wholesale arrival of women in occupations.

You use some of the data you compiled to tragicomic effect as you describe the growing gap between the rhetoric of the Food Office and the increasingly sorry state of the meals people were able to put on the table. In addition to mining mountains of data, how else did you learn about the people of Freiburg?

The great danger of the project is precisely the degree to which the administrative story will obscure the experiences of individuals. In theory at least, the challenge was to devise a structure for the whole book in which every dimension of every person's experience would fit somewhere. Most of the sources on which I have based this study are public, which is to say they are newspapers or public documents. I do have access to perhaps two dozen autobiographical sources—be they interviews, published autobiographies, diaries, or letter collections—and I have made use of these

materials wherever I have been able by way of giving it some kind of human interest. I got some really interesting tidbits, but I do tend to use them more for illustrative purposes. One way to write such a history would be to compile the biographies of 75,000 people, but then, of course, nobody would want to read the book.

Do you have a favorite among the 75,000?

One of the sources that I have used a lot, because she was everywhere, was the diary of Charlotte Herder, the wife of the leading Catholic publisher in Freiburg, Hermann Herder. She published her diaries and I mined them. I think she probably appears with more frequency in more settings than anyone else. I have taken her example to show how bad the food crisis became—when she began to complain, as one of the richest women in the city, it was a sign of how bad things really were. She also ran a military hospital in the big office building that her husband had used as the publishing house. She writes really interesting things about life in the military hospitals as well. She gives away a lot without realizing she is doing it—talking, for example, about confessional tension between Protestant doctors and Catholic patients and Catholic nuns.

Your book's table of contents has so many intriguing chapter titles. One that stands out is "Sensuous Scarcity: The Color of War." In it you discuss the new associations citizens made with color as they experienced ration cards, armbands, placards, and the borders of obituaries. Then you ask, What might be the color of war itself? What did you decide?

The more evidence I found, the more I realized the color of war was gray—kind of colorless but rather like the color of the German military uniforms themselves. I looked at some of the mournful comments often made in November, the month of All Souls' Day. If you have

ever been in Freiburg in November, you know how cold and gray the place can be. I found these associations being made by writers between the emotional hue of the war and the color of nature in November.

How did this project bring together the various strands of your work as a professional historian?

My first book, my dissertation, was on the German peace movement in the era before the First World War. The argument of these pacifists, as I discovered very quickly, turned out to be—it won't do to call it realistic; it was extraordinarily farsighted—that a war, if it broke out among the European powerful, would turn out to be a catastrophe. And they predicted with uncanny sense exactly what was going to happen, that this was a war that could not be won militarily and that civilian economies and societies would be systematically involved until one side collapsed. Basically, that is what happened. So what I am doing now is focused on tracing out the scenario that these people laid down themselves. Now, of course, there is a moral to this and I have made no secret about it. My interest in the peace movement was due to my own feelings about war (in that case it was in Vietnam). I would like to think that a reading of the book I am about to publish is not going to encourage people to run off to war. The message will certainly be that war has caused all kinds of unforeseen problems.

### *In the next News of the National Humanities Center*

Mary Kinzie on the poems she is not writing, Cara Robertson on Lizzie Borden, the final Lyman Award winner, the class of 2006–07, and much more.

## Spring 2006 Events

### LECTURE SERIES

THURSDAY, JANUARY 12, 5 P.M.

**Unraveling Caste in Colonial Mexico**  
Ben Vinson, *National Endowment for the Humanities Fellow, National Humanities Center; Associate Professor of Latin American History, Pennsylvania State University*

THURSDAY, FEBRUARY 16, 5 P.M.

**The Difficulties of Empire: Present, Past and Future**  
Linda Colley, *GlaxoSmithKline Senior Fellow, National Humanities Center; Shelby M. C. Davis 1958 Professor of History, Princeton University*

THURSDAY, MARCH 16, 5 P.M.

**Andrew Mellon: A Fortune in History**  
David Cannadine, *Hurford Family Fellow, National Humanities Center; Queen Elizabeth the Queen Mother Professor of British History, Institute of Historical Research, London University*

*Receptions follow the lectures and poetry reading*

These events, free and open to the public, are supported by the North Carolina GlaxoSmithKline Educational and Cultural Outreach Endowment Fund.

### CONCERT

FRIDAY, MARCH 3, 7:30 P.M.

**Triangle Taiko**  
Traditional Japanese Drumming in North Carolina

### POETRY READING

THURSDAY, APRIL 20, 5 P.M.

**The Poems I Am Not Writing**  
Mary Kinzie, *William C. and Ida Friday Senior Fellow, National Humanities Center; Professor of English & Director of the English Major in Writing, Northwestern University*

### EXHIBITS

JANUARY 22–MARCH 10

**Radiance in Nature** by Grace Li Wang  
*Opening Reception, Sunday, January 22, 1 p.m.–4 p.m.*

MARCH 12–MAY 31

**Time of Reflection**  
Batiks by Pat Stumpf  
*Opening Reception, Sunday, March 19, 2 p.m.–5 p.m.*



Pat Stumpf, "Woman in White Hat" Batik on Cotton

# NEWS

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